



President  
Reports

**Minority, Women and Disabled Students  
Faculty and Staff**

**Annual Report / 2003**

Southern Illinois University



**SOUTHERN ILLINOIS UNIVERSITY**

**SEVENTEENTH ANNUAL REPORT**

**ON GOALS AND PLANS**

**TO IMPROVE THE PARTICIPATION AND SUCCESS**

**OF MINORITY, WOMEN AND DISABLED STUDENTS**

**IN ACADEMIC PROGRAMS;**

**AND THE RECRUITMENT AND RETENTION**


**OF MINORITY, WOMEN AND DISABLED**

**FACULTY AND STAFF**

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## INTRODUCTION

This is the seventeenth annual Report to the Illinois Board of Higher Education on minority, female, and disabled students, faculty, and staff. As directed by the Illinois Legislature, the Report evaluates the results of campus plans and efforts to increase the participation and achievement of minorities, women, and disabled students, faculty, and staff.

For more than a decade, the SIU institutions have provided a broad array of programs and services to improve the participation and success of underrepresented groups and have expended considerable state, federal, and institutional resources in support of these programs and activities. This Report is produced through the coordinated efforts of staff in the Office of the President and at Southern Illinois University Edwardsville and Southern Illinois University Carbondale. Major responsibility for leadership in assuring the participation and success of underrepresented groups is vested in the constituent universities. The Office of the President assists the institutions in defining and developing realistic goals, monitors progress, and holds the institutions accountable for their performance in discharging their responsibilities in this important area.

Many persons throughout the university contributed to the preparation of this report. Those most directly involved include John S. Haller, Jr., Vice President for Academic Affairs, Office of the President; Seymour Bryson, Associate Chancellor (Diversity), SIUC; Kay Titchenal, Executive Director of Human Resources, School of Medicine, SIUC; and Elizabeth Tarpey, Assistant to the Provost, SIUE.

This report, however, would not have been possible without the diligent work effort of Antoinette Moyers, whose careful eye, exacting standards, and proprietary hand brought together three very differently structured reports under one cover. It is to her that the quality of this final product is due.

John S. Haller, Jr.





## **SOUTHERN ILLINOIS UNIVERSITY**

Southern Illinois University. A place where learning comes first, where students are valued and encouraged to explore new ideas, and where progress is complemented by tradition.

SIU's influence can be felt far beyond the locations of its campuses. While it serves as an economic engine for southern Illinois, it more importantly is a quality institution of learning for the citizens of Illinois, the nation, and the world.

Chartered in 1869, Southern Illinois University first opened its doors in Carbondale for instruction in 1874 in a one-building teacher training institution known as Southern Illinois Normal University.

The two institutions that constitute Southern Illinois University today—Southern Illinois University Carbondale, with a School of Medicine in Springfield and a campus in Nakajo, Japan; and Southern Illinois University Edwardsville, with a School of Dental Medicine in Alton and a Center in East St. Louis—reach from the Shawnee National Forest to the bluffs of the Mississippi River to the flatlands of central Illinois. With a total budget of more than \$600 million, the university serves nearly 35,000 students and offers 4 associate's, 127 bachelor's, 117 master's, and 38 doctoral and professional degree programs.

The university's commitment to excellence in education enriches the lives of people not only in Illinois, but nationally and internationally. SIU offers baccalaureate completion programs at locations around the state, including sites in the Chicago metropolitan area; baccalaureate and master's programs at dozens of military bases across the United State; and graduate degree programs in several foreign locations, including Singapore, Hong Kong, and Jamaica. SIU students participate in overseas research and training exchanges and in worldwide student exchange programs such as Study Abroad.

SIU recognizes the importance of research in undergraduate and graduate education and has developed centers and institutes that provide students with laboratories for hands-on experience. In the areas of agriculture, coal, broadcasting, health care, archaeology, education, and wildlife, instruction is not limited by classroom boundaries.

Equally important is SIU's public service mission for the improvement of society. The university's medical, dental, and nursing schools provide health and dental care to Illinois citizens at clinics throughout central and southern Illinois. The Public Policy Institute, located on the Carbondale campus and founded by former U.S. Senator Paul Simon, brings together idea people and state and national policymakers to study the country's problems and effect feasible solutions. The Institute helped craft and pass the most sweeping campaign finance reform legislation in Illinois in 24 years, and its bipartisan symposium recommended real reforms to improve the Social Security program. There is also the newly established Urban Institute, a public policy research center at SIUE, designed to help coordinate public policy with federal, state, and local agencies in southwestern Illinois.

From its beginning as a small teachers college to its status today as a university generating \$112 million in grants and contracts, Southern Illinois University has remained rooted in the lives of the people it serves and dedicated to excellence in learning. SIU was established in response to the needs of the people. It was built on their successes. It is growing for their future.







## SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

A center of learning, creativity, and service, Southern Illinois University Carbondale sits at the edge of the Shawnee Hills in southern Illinois. Some of Illinois' and the country's brightest students come to SIUC as a result of its nationally recognized programs, productivity in research, and outstanding faculty. SIUC is one of the nation's top research universities and has attained the highest classification offered by the Carnegie Foundation for the Advancement of Teaching—Doctoral/Research Universities-Extensive. That classification places SIUC in distinguished company; fewer than 4 percent of all universities in the United States share this prestigious ranking.

But two characteristics distinguish SIUC from other highly ranked universities: affordability and accessibility. In *U.S. News & World Report's* annual "America's Best Colleges" report, SIUC ranked fourteenth out of 249 universities as an institution where students graduate with the least amount of debt. SIUC is also proud of its long-standing commitment to diversity: *Black Issues in Higher Education* magazine has ranked the university sixth among the nation's traditionally White institutions in the total number of undergraduate diplomas awarded to African American students. For the scientists, teachers, and leaders of tomorrow, these qualities make SIUC an especially valuable resource.

SIUC is recognized nationally for excellence and expertise in the arts and humanities as well as science and technology. Research in clean coal technology, mined land reclamation, fisheries management, and aquaculture sets SIUC apart as a leader and benefits the regional economy. Programs in aviation technology, teacher and early childhood education, and public health areas such as rehabilitation, counseling, and rural health receive consistent praise. Creative writing, cinema, metalsmithing, and glassblowing are a few more of the "jewels" that shine brightly at SIUC.

### Disability Support Services

*1. Are our public universities and community colleges providing a full range of services to students with disabilities and offering the services this population needs?*

Southern Illinois University Carbondale's Disability Support Services (DSS) provides mandated, integrated, and cost-effective services to students and prospective students who choose to self-identify as disabled and whose documentation supports that fact.

This year DSS served 700 individuals with disabilities; staff ensured the delivery of academic accommodations (note takers, adapted testing, sign language interpreters, converted textbooks and course materials, and more) to 477 students. An additional 60 students who requested special consideration for housing based on their disabilities were assessed and referred to appropriate residential settings. Meanwhile, staff contacted and communicated with 163 prospective students with disabilities in high school and community college settings and approximately 600 professionals in Illinois colleges and universities.



Program staff consists of 2 professionals, 2.75 civil service workers, and 1 graduate assistant. These individuals hired 192 note takers to provide classroom assistance for 162 students; administered 1,320 academic exams; placed 11 sign language interpreters to serve 5 students in 20 classrooms; identified and screened 45 personal attendants; and adapted 106 textbooks to electronic, enlarged, or Braille formats. Staff also trained all teaching assistants, resident advisors, faculty, and more, locally.

DSS staff has been creative about developing self-supporting programs that serve students at little institutional cost. The Wheelchair Repair Service generates all of its expenses, including salary. Having acquired computer technology through the Office of the Associate Chancellor for Diversity, DSS developed the Text Conversion Service to translate books for our students (at no cost) and citizens of the area (on a fee-for-service basis) to formats that disabled readers can use (largely e-text or Braille). This entity has generated sufficient funds to maintain state-of-the-art conversion hardware and software at no additional cost to the university. DSS also offers, just prior to fall semester, the Transition Project, an intensive, disability-specific orientation for new students that is fully self-supporting through student fees, often paid by the Illinois Office of Rehabilitation Services. Other accommodation costs are also offset by this agency, though in decreasing amounts annually at least over the next two years (see separate comments on Cooperative Agreements).

DSS has succeeded in developing collaborations and attracting funds in addition to those administratively allocated. A recent award by the Student Technology Fee Committee supported the acquisition of state-of-the-art adapted computer technology for academic testing. Funds awarded to the university by the Capital Development Board will allow the construction of new testing and text conversion lab facilities in the DSS area this year. In addition, new assistive listening devices and Braille-based note-taking systems were recently acquired.

While the university provides mandated services through DSS, the Achieve Program offers to learning disabled students only, on a fee-for-service basis, intensive and effective services and assistance beyond that which the law requires.

*2. Are our public universities and community colleges providing the right outreach services so that students with disabilities in high schools know that if they go to college, the services they need will be available?*

In an effort to deliberately extend outreach services in the past year, supported by HECA funding, DSS collaborated with Information Technology to provide training about a critical aspect of transition to post-secondary settings. Having identified lack of awareness of adapted computer technologies as the most pervasive and limiting characteristic of new university students with disabilities, project staff trained approximately 600 staff in various capacities from colleges and universities all over the state on adapted computer technology and accessible website design. DSS and Information Technology presented an instructional program that includes the user and developer aspects of Web communication. Project staff demonstrated various adapted technologies (Dragon Naturally Speaking, Read Please, Arkentone, Kurzweil, JAWS, ZoomText, Sip and Puff, On Screen Keyboards, Brain Actuated Technologies, Refreshable Braille, Opera, Bobby, and A-Prompt among them) and how the development of

websites can facilitate or derail the capacities of individuals with disabilities to utilize Web communications. Staff also developed a training disk and a website, used as a supplement to instruction or independently by the technologically astute, that teaches participants to create and modify accessible websites. *The program has been extraordinarily well received, with over 97 percent of attendees rating it at the highest levels of relevance, interest, and effectiveness.*

This year, DSS has expanded the collaboration with Information Technology to include the academic unit, Information Management Systems, utilizing funding from HECA. Project staff will continue adapted computer and accessible website training at the college and university level, offering both an instructor-led and a distance learning course on the subject, as well as developing and disseminating comparable information to secondary and elementary teachers all over the state. More intensified transition assistance to both post-secondary settings and post-graduation to employment will also be offered.

Staff will expand the existing Transition Project, an intensive pre-orientation experience that currently serves newly admitted SIUC students. The project introduces participants to many aspects of campus life (public transportation, campus orientation training for blind students, adapted computer introduction and training, health, safety, career services, recreation and socialization, and more). Positive responses on evaluations from participants have motivated us to acquire HECA funding to offer a Transition Summer Camp that will offer a similar format to high school juniors and seniors with disabilities, as well as to incoming SIUC or other university or college students.

Project staff has had preliminary meetings with the directors of six downstate special education cooperatives to initiate implementation of services. In addition, staff is already scheduled to attend two Chicago area special education high school transition fairs.

In addition, staff from the Achieve Program regularly attends six to ten disability-oriented college fairs in the state and around the nation, and visits six to ten schools to talk to learning disabled students. In these settings staff present information about Achieve and DSS. Achieve staff annually attends the National Learning Disabilities Association of America, the American School Counselor's Association (ASCA) National Convention, and the Independent Educational Consultant's National Convention. Achieve advertises locally and also in the ASCA magazine (circulation of about 12,000).

*3. Are our public universities and community colleges providing the right climate or context so that students with disabilities know that, if they do seek services, they will be supported and their needs responded to in a prompt and timely manner?*

The most significant aspect of "climate or context" at SIUC is enmeshed with the philosophy of integrated services. While the disability office coordinates services for students with disabilities, many of these services are actually delivered in settings all over campus. Adapted residence hall rooms are available in small numbers in many campus facilities as opposed to segregated settings. Adapted computers and staff trained to assist students are located in the Computer Learning Center among the computers available to our students' non-disabled peers. Disabled Student Recreation is housed in the campus Student Recreation Center,

and special equipment is installed beside regular equipment. Morris Library offers adapted computers and a coordinator of services for library patrons with disabilities.

Disability inclusion is a priority for campus leadership. Chancellor Walter V. Wendler attended a meeting of the ADA Committee recently and challenged the group to continue to seek excellence. Dr. Seymour Bryson, associate chancellor for diversity, has provided campuswide leadership for more than a decade. This past year, the campus acquired more than \$7 million from CDB to enhance architectural access.

In an attempt to evaluate students' impressions of services on campus, DSS administers multiple assessments annually to students with disabilities and faculty who utilize the testing service or classroom accommodations, and to the DSS staff and student workers. *More than 90 percent of students who responded to the last survey said they would recommend SIUC to others with disabilities based on their experiences.* They also agreed that disability services helped them access course lectures, read textbooks, take exams, and make good grades. *Virtually all respondents agreed that the disability climate "contributes positively to my overall satisfaction with SIUC."*

Faculty were also asked to assess, on a 5-point Likert scale, their satisfaction with testing and interpreting services. They unanimously rated these accommodations as excellent or good. All faculty surveyed indicated that they had a positive experience with sign language interpreters in the classroom.

The climate is inclusive at SIUC. Faculty and staff from every sector of the campus come together over the issues of disability access, and our students benefit from that collegiality.

### **Comments on Cooperative Agreements" Between the Illinois Office of Rehabilitation Services and Southern Illinois University**

The Cooperative Agreements between the Illinois Office of Rehabilitation Services (ORS) and the state's colleges and universities might be more aptly called Coercive Agreements. ORS negotiators indicated early in "training sessions" with representatives of higher education that unless agreements were reached, in terms favorable to ORS, no ORS funds would be forthcoming on behalf of students with disabilities. The issue in question was: Which entity (post-secondary schools or the rehabilitation agencies) would pay for a very narrow band of services that the agency had historically covered (sign language interpreters, readers, note takers)?

ORS justification for moving these expenses to post-secondary education is rooted in the Reauthorization of the Rehabilitation Act of 1998. The earlier version of the Act required colleges and universities to ensure equal access. Schools, SIUC more than most, all over the state committed significant dollars to modifications to housing, parking, routes, academic buildings, technology, recreation and library services, establishing or improving disability offices, and more. ORS responsibilities were small in comparison and required them to be third



party payer for certain academic accommodations including note takers, sign language interpreters, and readers for their clients (who incidentally represent a comparatively small percentage of the overall number of students with disabilities).

Disparities in the interpretation of the law, fortified by the fact that agreements are to be “negotiated” at the regional or local level, resulted in vastly different arrangements in different settings. Variations occurred from state to state, from institution to institution within states, and even, as in the SIU system, from campus to campus. SIUC entered a three-year agreement that established a 90 percent (ORS) to 10 percent (SIUC) cost-sharing ratio that in year two has become 70 percent (ORS) and 30 percent (SIUC). Next year, the Carbondale campus will pay 50 percent of costs for note takers, interpreters, and readers for ORS clients. At Edwardsville, the agreement was originally for one year and set a 50 percent to 50 percent cost-sharing arrangement restricted only to sign language interpreters. This agreement has since been renegotiated to a 70 percent (ORS) and 30 percent (SIUE) arrangement, again, designating interpreters only.

Since SIUE has only one deaf student who uses sign language interpreters this semester, the fiscal impact there is negligible. The Carbondale campus, however, continues to serve growing numbers of students with disabilities.

It may be worth noting that ORS is continuing a reduction in the amount of support it is giving its clients who are our students. Now, by ORS rules, far fewer students are eligible for financial assistance for textbook purchases; last year, one of its case coordinators authorized books for 59 students compared to only about 25 this year. Data regarding book purchases was unavailable from the other two ORS staff as of this writing. The agency has developed a new formula by which it determines the amount of campus housing support it will give students, which has effectively reduced student housing allowances by 50 percent (ORS determined that it costs an individual \$320 per month to live, and somehow students have been coming up with that amount prior to coming to campus, and they must continue to do so). Thus the agency, even if it determines its clients have a financial need that warrants assistance, will only pay housing costs in excess of the \$320 monthly. Just this semester, ORS notified DSS that it is no longer willing to underwrite (at only \$5,300 an academic year) the wheelchair repair shop ORS has historically helped the campus provide. Under the Cooperative Agreements, additional costs for services came from colleges and universities. New cost-saving measures come directly from support to students.

The solution, at least as far as the Cooperative Agreements are concerned, is to reiterate a request made in July of 2000 by Dr. John Haller that IBHE and ORS at the state level negotiate the interpretation of the Reauthorization Act for all the state’s colleges and universities. The longest term of the existing Cooperative Agreements is three years, so it is certainly not too late to make more consistent, student-centered arrangements in Illinois.

## **Institutional Best Practice**

### ***Office of Disability Support Services***

#### **Purpose**

Southern Illinois University Carbondale's Disability Support Services (DSS) provides mandated, integrated, and cost-effective services to students and prospective students with disabilities to ensure their full inclusion on the campus. It has an emphasis on adapted computer technology.

#### **Description of Program**

This year DSS served 700 individuals with disabilities; staff ensured the delivery of academic accommodations (note takers, adapted testing, sign language interpreters, converted textbooks and course materials, and more) to 477 students. An additional 60 students who requested special consideration for housing based on their disabilities were assessed and referred to appropriate residential settings. Meanwhile, staff contacted and communicated with 163 prospective students with disabilities in high school and community college settings.

Program staff consists of 2 professionals, 2.75 civil service workers, and 1 graduate assistant. These individuals hired 192 note takers to provide classroom assistance for 162 students; administered 1,320 academic exams; placed 11 sign language interpreters to serve 5 students in 20 classrooms; identified and screened 45 personal attendants; and adapted 106 textbooks to electronic, enlarged, or Braille formats. DSS staff also trained all teaching assistants, resident advisors, faculty, and more.

The DSS staff has been creative about developing self-supporting programs that serve students at little institutional cost. The Wheelchair Repair Service generates all of its expenses, including salary. Having acquired computer technology through the Office of the Associate Chancellor for Diversity, DSS developed the Text Conversion Service to translate books for our students (at no cost) and for citizens of the area (on a fee-for-service basis) to formats that disabled readers can use (largely e-text or Braille). This entity has generated sufficient funds to maintain state-of-the-art conversion hardware and software at no additional cost to the university. DSS also offers, just prior to fall semester, the Transition Project, an intensive, disability-specific orientation for new students that is fully self-supporting through student fees, often paid by the Illinois Office of Rehabilitation Services. Other service costs are also offset by this agency.

#### **Evidence of Success**

Multiple assessments are administered annually to students with disabilities who receive services, faculty who utilize the testing service or classroom accommodations, and DSS staff and student workers. More than 90 percent of students who responded to the last survey said they would recommend SIUC to others with disabilities based on their experiences. They also agreed that DSS helped them access course lectures, read textbooks, take exams, and make good grades. Virtually all respondents agreed that DSS "contributes positively to my overall satisfaction with SIUC."

Faculty were also asked to assess, on a 5-point Likert scale, their satisfaction with testing and interpreting services. They unanimously rated these accommodations as excellent or good. All faculty indicated that they had a positive experience with sign language interpreters in the classroom.

DSS has succeeded in developing collaborations and attracting funds in addition to those administratively allocated. A recent award by the Student Technology Fee Committee supported the acquisition of state-of-the-art adapted computer technology for academic testing. Funds awarded to the university by the Capital Development Board will allow the construction of new testing and text conversion lab facilities and book conversion workstations in the DSS area this year. In addition, new assistive listening devices and new Braille-based note-taking systems were recently acquired.

### **Implementation of New Project**

Collaborating with SIUC's Information Technology Computer Learning Centers and four area community colleges, the university received HECA funding in fall 2003. These funds are being expended to train more than 550 staff in various capacities from colleges and universities all over the state on adapted computer technology and accessible website design. DSS and Information Technology presented an instructional program that includes the user and developer aspects of Web communication. Project staff demonstrated various adapted technologies (Dragon Naturally Speaking, Read Please, Arkenstone, Kurzweil, JAWS, ZoomText, Sip and Puff, On Screen Keyboards, Brain Actuated Technologies, Refreshable Braille, Opera, Bobby, and A-Prompt among them) and how the development of websites can facilitate or derail the capacities of individuals with disabilities to utilize Web communications. Staff also developed a training disk and a website, used as a supplement to instruction or independently by the technologically astute, that teaches participants to create and modify accessible websites. *The program has been extraordinarily well received with over 97 percent of attendees rating it at the highest levels of relevance, interest, and effectiveness.*

In the coming year, DSS looks forward to expanding the collaboration with Information Technology to include the academic unit, Information Management Systems, pending the continuation of support from HECA. Project staff will continue adapted computer and accessible website training at the college and university level, offering both an instructor-led and a distance learning course on the subject, as well as developing and disseminating comparable information to secondary and elementary teachers all over the state. More intensified transition assistance to both post-secondary settings and post-graduation to employment will also be offered.

DSS also wants to expand the existing Transition Project, an intensive pre-orientation experience that currently serves newly admitted SIUC students. The project introduces participants to many aspects of campus life (public transportation, campus orientation training for blind students, adapted computer introduction and training, health, safety, career services, recreation and socialization, and more). Positive responses on evaluations from participants have motivated DSS to seek funding to offer a Transition Summer Camp that would offer a similar format to high school juniors and seniors with disabilities, as well as to incoming SIUC or other university or college students.



SIUC continues its historical commitment to the inclusion of students with disabilities, moving forward with a special focus on transition assistance and on the applications of technology for educational and vocational inclusion and advancement.

## **Trend Data**

### *Undergraduate Enrollment*

	<u>1998</u>	<u>2001</u>	<u>2002</u>	<u>Five-Year Trend</u>	
Total Undergraduate Enrollment .....	17,940	16,802	16,863	-6.0%	-1,077
Minority .....	3,581	3,042	2,968	-17.1%	-613
Black .....	2,746	2,248	2,174	-20.8%	-572
American Indian.....	87	47	61	-29.9%	-26
Asian .....	295	245	242	-18.0%	-53
Hispanic .....	453	502	491	+8.4%	+38
Women.....	7,712	7,312	7,367	-4.5%	-345
Disabled .....	787	551	480	-39.0%	-307

### *Total Faculty*

	<u>1998</u>	<u>2001</u>	<u>2002</u>	<u>Five-Year Trend</u>	
Total Faculty .....	1,317	1,371	1,306	-0.8%	-11
Minority .....	139	185	166	+19.4%	+27
Black .....	42	60	58	+38.1%	+16
American Indian.....	3	4	4	+33.3%	+1
Asian .....	76	96	85	+11.8%	+9
Hispanic .....	18	25	19	+5.6%	+1
Women.....	511	555	521	+2.0%	+10

### *Total Workforce*

	<u>1998</u>	<u>2001</u>	<u>2002</u>	<u>Five-Year Trend</u>	
Total Workforce.....	4,591	4,808	4,668	+1.7%	+77
Minority .....	435	506	465	+6.9%	+30
Black .....	259	293	269	+3.9%	+10
American Indian.....	14	15	12	-14.3%	-2
Asian .....	118	138	128	+8.5%	+10
Hispanic .....	44	60	56	+27.3%	+12
Women.....	2,433	2,609	2,544	+4.6%	+111

## **Student Achievement**

### **Information on Programs**

SIUC sponsors a variety of programs, services, and initiatives that are designed to enhance the academic potential and achievement of underrepresented students. The list includes but is not limited to the following programs: Future Scholars, the Center for Basic Skills, Student Support Services, the Minority Engineering Program and its Summer Bridge Program, the School of Law Tutorial Program, Project Achieve, the Business Minority Program, and Disability Support Services.

What follows is a brief description of some of the focused programs sponsored by the university to help enhance the academic achievement of underrepresented students.

The Future Scholars program provides opportunities for a selected group of minority high school juniors and seniors to live and study on campus. Participants experience a four-week summer program, all expenses paid, while living on the SIUC campus and studying college-level courses in English, mathematics, or speech. Entering freshmen are able to earn up to six hours of college credit. Students in the program are offered support services until they graduate.

SIUC offers special services to selected incoming students who need academic assistance. The Center for Basic Skills, a selected admissions program for a racially and ethnically diverse group of entering freshmen, offers placement tests in reading, English, speech, study skills, and personal development. The program targets high school graduates who have the potential to succeed at SIUC even though they may not meet standard admission requirements. Support services available yearlong include advisement, peer mentoring, establishing a one-year education plan, academic counseling, speech communication help, and learning assistance (such as group tutorials, study groups, and workshops that cover test anxiety, stress management, note-taking, and preparation for exams).

The Center for Basic Skills determines a student's unique abilities and skills, arranges for skills and non-academic testing and advisement, and allows enrollment in regular classes, supplemented by a two-hour intensive orientation course. Tutorials, mentoring, and other workshops are provided free of charge.

The two-hour orientation course acquaints students with a comprehensive review of skills necessary to succeed in the first year of college.

Student Support Services, funded through the U.S. Department of Education, provides comprehensive academic, social, and cultural support services for 150 first-generation and low-income college students. Students are eligible for and may choose to receive these services during their entire undergraduate careers. Services include academic coaching, focused workshops, professional development opportunities, social and cultural enrichment opportunities, and leadership development.

The Minority Engineering Program is an academic support program designed to increase enrollment, retention, and the graduation rate of racial and ethnic minority students. The program offers students educational enrichment, interaction with faculty, and support from peers with similar experiences and goals. Services available to students include admissions counseling, visitation weekends, new student orientation, tutoring, pre-engineering summer bridge, academic counseling, career development, scholarships, and focused workshops. The Minority Engineering Summer Bridge Program allows 20 minority students new to SIUC engineering to study for eight weeks in the summer, earning up to nine hours of college credit.

Project Achieve is a comprehensive, fee-for-service academic support program for college students with learning disabilities. The program serves the needs of approximately 150 students every year. Achieve employs 5 full-time specialists, 8 to 12 graduate assistants to serve as student supervisors, and about 300 student workers. The program is located in a 25-room on-campus facility, with a private computer lab and student services lab. There are no limits placed on a student's use of any of the services offered, unlike some fee-for-service programs. The purpose is to provide the appropriate accommodation to a student, or if the accommodation cannot be immediately implemented, to provide one or more alternatives until the accommodation can be provided.

Services provided to students include individually assigned tutors for classes, note takers, test proctoring, private rooms for tutoring or studying, access to adaptive technology, and a computer lab that is open extended hours. There also are adapted texts (taped or electronic format); access to a current library of more than 400 university-specific textbooks on tape; academic, career, and personal counseling; a section of University 101 for Achieve students; remedial classes (one-on-one instruction and/or seminars in many academic and social/personal areas, depending on a student's needs); campus familiarization, through University 101 and through direct help from staff; and intervention for any campus-related issues, whether academic, social, or personal. With a student's permission, we welcome parental involvement.

Disability Support Services (DSS) coordinates physical and academic support services for SIUC students with disabilities. DSS operates under the philosophy of integrated service delivery while assuming the role of centralized coordinating office. DSS is a government-mandated compliance program that guarantees equal accessibility of education under the law to all students. DSS coordinates the service delivery of many different accommodations to many students with many different disabilities. The staff of 4 professionals and 1 office supervisor, assisted by 2 graduate students and 100 student workers, serves a population of about 500 students each year. Some of those students are learning disabled, some are blind or visually impaired, some are deaf or hard of hearing, some have mobility impairments, and some have brain injuries, chronic health conditions, or psychological disabilities. Services specifically for learning disabled students include tutor referrals, test proctoring (extra time, readers, scribes, quiet setting, and computers), note takers, access to adaptive technology, campus familiarization, adapted tests and course materials (taped, enlarged, Braille or electronic format), equipment loans (tape recorders, listening devices, etc.), consultation with instructors, and general guidance and counseling. The program has state-of-the-art adaptive technology including CCTV (full color video magnification), the Arkenstone Open Book Reading System, JAWS for Windows, and Dragon Dictate, which students may use by appointment during office hours.



Project Achieve, a fee-for-service program, is specifically tailored for students with learning disabilities and exceeds in many ways the services that are mandated by law. DSS provides an array of services for students with all types of disabilities. The general purpose and goals of each program are different. They have different missions, serve different populations, provide very different services and intensities of service, have different budgets, and employ very different service professionals.

Students who do not require or want comprehensive services may be better served by DSS. Project Achieve better serves students with learning disabilities and those who need comprehensive services, guidance, and support.

### **Information on Student Success**

SIUC continues to rank among the top schools for graduating students of color, when considering both predominantly White institutions and all institutions. And SIUC continues to be recognized nationally for the number of degrees awarded to students of color. Based on an analysis by the staff of *Black Issues in Higher Education* magazine of degrees conferred nationally in 2001 and 2002, SIUC was recognized for the following: first among all universities in the total number of undergraduate education diplomas awarded to African Americans, 16th in the number of education degrees awarded to Asian Americans, 30th in the number of education degrees awarded to Hispanic students, 32nd in the number of English language and letters degrees awarded to African Americans, 22nd in the number of English language and letters master's degrees awarded to African Americans, 16th among all institutions in awarding baccalaureate degrees in all disciplines to African Americans, 6th among predominantly White institutions in awarding baccalaureate degrees to African Americans in all disciplines, 74th in the number of doctorates in all disciplines combined awarded to Asian Americans, and 91st in the number of doctorates in all disciplines combined awarded to African Americans.

Among SIUC's goals is to establish equity between the academic performance of ethnic and racial minorities and that of the traditional student population. In order to track the achievement and progress of students of color, we compare their performance with that of White students. The Equality Index is used to track and measure progress. An index of 100 percent is the ultimate goal and means that the particular minority group's performance has reached parity with that of White students. In order to assess institutional progress, SIUC has selected grade point average, academic standing, and second-year persistence rate as benchmarks.

Following is a brief description of the institution's accomplishments in these three selected academic areas during the past five years.

#### **Total Undergraduate Students' Grade Point Average and Academic Standing (Figure 1)**

In 2002, the total student body grade point average was 2.86. In the same period, 89 percent of the total student population was in academic good standing. In the past five years, there was no significant change in the grade point average or the percentage of students in academic good standing.



### Minority Undergraduate Students' Grade Point Average and Academic Standing (Figure 2)

In the past year, minority students' grade point average decreased 2.7 percent from 2.61 in 2001 to 2.54 in 2002. In the five-year period, the grade point average increased 1.2 percent from 2.51 in 1998 to 2.54 in 2002.

An analysis of the grade point average of minority and White students (figure 1-A) indicated that the 2002 grade point average of minority students (2.54) was 89 percent that of White students (2.87), a slight decrease from the 90 percent level in 2001. The GPA Equality Index increased slightly from 88 percent in 1998 to 89 percent in 2002. In the past year, the Good Standing Equality Index decreased from 92 percent in 2001 to 90 percent in 2002. In the past five years, it increased from 88 percent to 90 percent.

### Black Undergraduate Students' Grade Point Average and Academic Standing (Figure 2-A)

In the past year, Black students' grade point average decreased 2.8 percent from 2.53 in 2001 to 2.46 in 2002. In the five-year period, the grade point average changed only slightly from 2.45 in 1998 to 2.46 in 2002.

An analysis of the grade point average of Black and White students indicated that the 2002 grade point average of Black students (2.46) was 86 percent that of White students (2.87), a slight decrease from the 87 percent level in 2001. There was no change in the GPA Equality Index between 1998 and 2002. In the past year, the Good Standing Equality Index decreased from 90 percent to 88 percent. In the past five years, it increased from 85 percent to 88 percent.

In the past year, the percentage of Black students in academic good standing decreased 2.5 percent from 81 percent in 2001 to 79 percent in 2002. The percentage increased 3.9 percent between 1998 and 2002. In 1998, 76 percent of Black students were in academic good standing; that percentage increased to 79 percent in 2002.

### Hispanic Undergraduate Students' Grade Point Average and Academic Standing (Figure 3)

In the past year, there was a 3.2 percent decrease in Hispanic students' grade point average from 2.80 in 2001 to 2.71 in 2002. In the past five years, Hispanic students' grade point average increased 1.1 percent from 2.68 in 1998 to 2.71 in 2002.

In the past year, the GPA Equality Index comparing White and Hispanic students decreased from 97 percent in 2001 to 94 percent in 2002.

In the past five years, the gap between White and Hispanic students' grade point averages did not change. In both years, the Hispanic students' grade point average was 94 percent that of White students.

In the past year, the percentage of Hispanic students in good standing decreased 3.4 percent from 88 percent in 2001 to 85 percent in 2002. In the past five years, the percentage increased 1.2 percent from 84 percent in 1998 to 85 percent in 2002. In the past year, the Good Standing

Equality Index comparing Hispanic and White students' performance decreased slightly from 98 percent in 2001 to 94 percent in 2002.

In the past five years, there was no change in the Good Standing Equality Index. In 1998 and 2002, it was 94 percent.

#### Female Undergraduate Students' Grade Point Average and Academic Standing (Figure 4)

In the past year, the grade point average of female undergraduate students decreased 0.7 percent from 2.96 in 2001 to 2.94 in 2002. The percentage in good standing also decreased slightly from 92 percent in 2001 to 91 percent in 2002.

In the past five years, the group's grade point average increased 3.2 percent from 2.85 in 1998 to 2.94 in 2002. In the same period, the percentage in good standing increased from 88 percent in 1998 to 91 percent in 2002.

#### Students With Disabilities Grade Point Average and Academic Standing (Figure 4-A)

In the past year, the grade point average of students with disabilities decreased slightly from 2.58 in 2001 to 2.56 in 2002. The percentage in good standing was 84 percent in both 2001 and 2002.

In the past five years, the group's grade point average increased from 2.54 in 1998 to 2.56 in 2002. In the same period, the percentage in good standing increased from 81 percent in 1998 to 84 percent in 2002.

#### Persistence From Freshman to Sophomore Year (Figures 6, 7-A, 8, and 10)

The percentage of students who returned to the institution for their second year is another traditional method used to assess academic achievement. In the past year, the percentage of the total freshman class that returned for their second year increased 9.2 percent from 65 percent in 2000 to 71 percent in 2001 (figure 6). In the same period, Black students' persistence increased 13.1 percent from 61 percent in 2000 to 69 percent in 2001 (figure 7-A). In the same period, the percentage of Hispanic students who returned for their second year increased 15.3 percent from 57 percent in 2000 to 66 percent in 2001 (figure 8). The percentage of female students who returned for their second year increased 7.5 percent from 70 percent in 2000 to 75 percent in 2001 (figure 10).

In the past five years, the percentage of the total undergraduate student population that enrolled the second year increased 4.4 percent from 68 percent in 1997 to 71 percent in 2001 (figure 6). In the same five-year period, the Black students' percentage increased 7.8 percent from 64 percent in 1997 to 69 percent in 2001 (figure 7-A). Hispanic students' second-year persistent percentages decreased 1.9 percent from 67 percent in 1997 to 66 percent in 2001 (figure 8). Female students' second-year persistence percentages increased 4.4 percent from 72 percent in 1997 to 75 percent in 2001 (figure 10).

In the past year, the Equality Index between White and Black students' persistence rates increased from 90 percent in 2000 to 96 percent in 2001 (figure 7-A). The Equality Index increased from 93 percent in 1997 to 96 percent in 2001 (figure 7-A). In the past year, the Equality Index between White and Hispanic students' persistence rates increased from 84 percent to 92 percent (figure 8). In the past five years, the Equality Index decreased from 97 percent in 1997 to 92 percent in 2001 (figure 8).

### Future Scholars

A comparison of the sixth-year graduation rate of students who participated in Future Scholars with that of total new freshmen (graph 8) indicates that in three of the past five years, the rate for Future Scholars, most of whom are African American or Hispanic, was significantly higher than that of all new freshmen. In one year the rates were equal. In 1994, the sixth-year graduation rate for Future Scholars was 60 percent, compared to 41 percent for total new freshmen. During the five-year span from 1992 through 1996, the rate for total new freshmen was higher than that for Future Scholars only once—in 1993, when the rate for total new freshmen was 39 percent and the rate for Future Scholars was 33 percent.

### **Progress**

- In the past year, the number of entering minority freshmen increased 32.7 percent from 446 or 21 percent in 2001 to 592 or 25.3 percent in 2002 (figure 15-A).
- In the past year, the number of entering Black freshmen increased 42.7 percent from 323 or 15.2 percent in 2001 to 461 or 19.7 percent in 2002 (figure 16).
- In the past year, the number of entering Hispanic freshmen increased 13.2 percent from 76 or 3.6 percent in 2001 to 86 or 3.7 percent in 2002 (figure 16-A).
- In the past five years, Black graduate student enrollment increased 34.1 percent from 290 or 8.1 percent in 1998 to 389 or 9.1 percent in 2002 (figure 12).
- In the past five years, Hispanic student enrollment increased in the following classifications: undergraduate, 8.4 percent; graduate, 61.7 percent; and overall, 11 percent (figure 12-A).
- Female graduate student enrollment increased 23 percent over the past five years (figure 14).
- In the past five years, female professional student enrollment increased 6.2 percent (figure 14).
- In the past five years, the number of minority graduate students increased 28.5 percent from 414 or 11.6 percent in 1998 to 532 or 12.4 percent in 2002 (figure 11-A).
- In the past year, the number of minority professional students increased 6.5 percent from 123 or 17.5 percent in 2001 to 131 or 18.5 percent in 2002 (figure 11-A).
- In the past year, the number of Black and Hispanic graduate students increased 6.6 percent and 13.4 percent respectively (figures 12 and 12-A).

### **Challenges**

- In the past five years, minority student enrollment decreased 12.5 percent (figure 11-A).
- Minority undergraduate student enrollment decreased 17.1 percent from 3,581 or 20 percent in 1998 to 2,968 or 17.6 percent in 2002 (figure 11-A).
- Minority professional student enrollment decreased 16 percent from 156 or 21.3 percent in 1998 to 131 or 18.5 percent in 2002 (figure 11-A).



- In the past five years, the numbers of Black undergraduate, professional, and overall students have decreased 20.8 percent, 15.7 percent, and 15.6 percent respectively (figure 12).
- In the past five years, the number of Hispanic professional students decreased 36 percent from 25 or 3.4 percent in 1998 to 16 or 2.3 percent in 2002 (figure 12-A).
- In the past year, the number of students with disabilities decreased 10.5 percent from 677 or 3.1 percent in 2001 to 606 or 2.8 percent in 2002 (figure 14-A).
- In the past five years, the number of students with disabilities decreased in the following classifications: undergraduate, 39 percent; professional, 71.4 percent; and overall, 33.8 percent (figure 14-A).
- In the past five years, the number of entering minority freshmen decreased 3.1 percent from 611 or 24.3 percent in 1998 to 592 or 25.3 percent in 2002 (figure 15-A).
- In the past year, the number of minorities employed in all classifications decreased: administrative, 4.2 percent; professional, 4.9 percent; civil service, 7.9 percent; faculty, 10.3 percent; and total, 8.1 percent (figure 27-A).
- In the past year, the number of Hispanic faculty decreased 24 percent from 25 or 1.8 percent in 2001 to 19 or 1.5 percent in 2002 (figure 28-A).
- In the past year, the number of Blacks employed decreased in all categories: administrative, 14.3 percent; professional, 6.7 percent; civil service, 9.8 percent; faculty, 3.3 percent; and total, 8.2 percent (figure 28).
- In the past year, the number of minorities in tenure-track faculty positions decreased 15 percent from 40 or 14.4 percent in 2001 to 34 or 12.7 percent in 2002 (figure 31-A).
- In the past year, the number of minority hires in all classifications decreased: administrative, 50 percent; professional, 17.6 percent; civil service, 42.9 percent; faculty, 44.9 percent; and total, 38.3 percent (figure 23-A).
- In the past year, the total number of Black hires decreased 37.1 percent from 70 or 7.5 percent in 2001 to 44 or 7.3 percent in 2002 (figure 24).
- In the past year, the number of Hispanic hires decreased 50 percent from 16 or 1.7 percent in 2001 to 8 or 1.3 percent in 2002 (figure 24-A).
- In the past year, the total number of female hires decreased 40 percent from 493 or 52.6 percent in 2001 to 296 or 49 percent in 2002 (figure 26). The number of female faculty hires decreased 36.4 percent from 143 or 40.6 percent in 2001 to 91 or 39.2 percent in 2002 (figure 26).





## **SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE**

Situated on the bluffs just a few miles from the Mississippi River and about 25 minutes from downtown St. Louis, Southern Illinois University Edwardsville is in an ideal position to provide the region access to a quality, affordable education. SIUE offers 105 graduate, undergraduate, and professional programs to more than 12,700 students.

SIUE's 2,660 acres of rolling hills, woods, bluffs, and Mississippi River bottom land make up one of the most beautiful and spacious college campuses in the country. Originally conceived as a commuter university, SIUE now houses about 23 percent of its students on campus.

SIUE's undergraduate research academy and senior assessment provide students with hands-on learning opportunities normally afforded only to graduate students. Class sizes are relatively small, as is the ratio of students to teachers.

SIUE was founded in 1957, with a mission of making higher education accessible for the residents of southwestern Illinois. SIUE began with temporary campuses in East St. Louis and Alton and continues to maintain a significant presence in both communities.

For the past several years, SIUE has experienced a growth trend in student enrollment. A strong faculty, small class size, good academic programs, an active campus life, community service activities, and some of the newest residence halls in the state have contributed to this growth. The beauty of the campus with easy access to surrounding communities has contributed to growth in the workforce as well.

The information presented in the Trend Data section gives a snapshot of trend line data on three measures: undergraduate enrollment, faculty, and total workforce. The data show five-year and one-year differences. Overall enrollment has increased by more than 10 percent over the five-year period. Total faculty showed an 8.9 percent increase, although minority and women faculty showed a slight decrease during the period. The total workforce population experienced an 8.6 percent rise over five years. The minority workforce declined slightly by less than 1 percent, although the percentage of minority employees continues to exceed the minority population of the Illinois 14-county region where most of the workforce resides. The number of women in the workforce continues to rise. These summaries are taken from Tables 1.A and 4.A in the SIUE Data section.

### **Disability Support Services**

*1) Is the institution providing a range of services to its population of students with disabilities that is appropriate and adequate. How does the institution know that the existing range and level of services are appropriate and adequate?*

The Disability Support Services (DSS) office is the primary source for providing academic services to students with disabilities at SIUE. The Disability Support Services mission statement and goals are shown below.

## Disability Support Services Mission Statement

### *Disability Support Services*

- *Believes that all persons are entitled to quality learning opportunities, regardless of a disability.*
- *Provides resources, advocacy, collaborative services, and education and outreach within the university community.*
- *Builds and maintains partnerships with students, faculty, staff, administrators, and the larger community.*
- *Helps eliminate barriers so that a person's academic and career goals may be achieved.*

Disability Support Services has established the following goals that support its mission statement.

1. To assist students with disabilities in becoming more independent while pursuing their academic goals;
2. To eliminate the barriers that prevent students with disabilities from fully engaging in the full range of university educational and personal development activities;
3. To keep the university informed of the accommodation needs of students with disabilities; and
4. To provide specialized services and equipment to assist students in attaining their academic goals.

A full range of services is available to students with disabilities at SIUE. Students with disabilities and their families can get information regarding academic services they can expect at SIUE prior to their arrival on campus by accessing Disability Support Services on the SIUE Web site. Information about Disability Support Services is included in all on-campus and off-campus print materials. Figure 1 on the following page indicates the services that are provided for students with specific disabilities.



Figure 1

SIUE Services Provided for Students With	
Mobility Impairments	
	priority registration
	alternate test administration
	volunteer notetakers
	access to tutoring
	building and classroom access
	campus mobility and accessible instruction
	adaptable computer Voice Activated Dragon Dictate software
	tabletop desks
	assistance in securing attendants
	library assistance
Vision Impairments	
	priority registration
	alternate test administration
	volunteer notetakers
	access to tutoring
	assistance with obtaining books on tape
	large print tests and handouts
	Visual Tek Microreader
	personal computers with voice output software
	campus-accessibility instruction
	Kurzweil/Xerox readers
Hearing Impairments	
	priority registration
	alternate test administration
	volunteer notetakers
	access to tutoring
	front row seating
	temporary loan of special equipment
	assistive listening devices
	arrangement for interpreter services*
Chronic Health and Other Disabilities	
	priority registration
	alternate test administration
	access to tutoring
	referral for personal counseling
Learning Disabilities, Attention Deficit Disorders, and Head Injuries	
	priority registration
	alternate test administration
	volunteer notetakers
	access to tutoring
	assistance with obtaining books on tape
	referral for diagnostic evaluation
	Visual Tek Microreader
	print material available in alternative media
	Kurzweil/Xerox readers

\*Requests for interpreter services must be made at least four weeks in advance.

Many other services and accommodations are available for students with disabilities. Accessible housing is available in each of the residence halls and in the apartments in Cougar Village, and the student fitness center provides accessible weight training equipment. Over the last ten years the campus Americans with Disabilities Act (ADA) Committee has provided direction in the renovation and new construction of campus buildings and services. Accessible parking, pathways, entrances to buildings, restrooms, water fountains, phones, signage, seating in public auditoriums, emergency strobe lights, and height of desks and counters are details that are provided for individuals with disabilities on the campus. Every effort has been made to proactively provide access to all activities, both academic and recreational.

Three years ago a learning disabilities (LD) specialist was hired on the staff in Disability Support Services. This action was in response to the increasing number of students with learning disabilities enrolling at SIUE. The LD specialist provides academic advising and mid-term review and is available every weekday for consultation. The LD specialist also provides diagnostic testing and evaluation for students referred to the DSS office with suspected learning disabilities.

In the fall of 2001 a committee composed of faculty, staff, and students was charged to conduct a program review of Disability Support Services as part of the regular review schedule of units that are under the umbrella of the vice chancellor for student affairs. In order to determine whether the existing services for students with disabilities were appropriate and adequate, students were queried about their satisfaction with the services they received.

The committee's work included reviewing materials supplied by the Disability Support Services office, touring the facilities, observing the day-to-day operations of the office, interviewing the director, and developing, mailing, and analyzing faculty and student survey responses. Letters and survey instruments were sent through campus mail to 495 full-time faculty who do not have administrative duties. Responses were received from 123 faculty, a 25 percent response rate. Faculty from 36 departments responded. Letters and survey instruments were distributed either through the DSS office or by mail to 186 students. Responses were received from 51 students, a 27 percent response rate.

According to the student survey, 90 percent of the respondents were "very satisfied" or "satisfied" with the academic support services they received from DSS. This degree of satisfaction is further supported by the regularity with which students use the services provided by DSS. Sixty-nine percent of the students indicated they used the services almost daily or once a week. Further, 94 percent of the students said DSS was "very effective" or "effective" in working with faculty to accommodate the students' needs. Eighty-eight percent of the students indicated there were no additional services they needed. Faculty responses supported the students' perceptions of the effectiveness of the services provided by DSS. Sixty-eight percent of the faculty indicated they were "very satisfied" or "satisfied" with the services provided.

Further evidence that the institution is providing appropriate academic services to students with disabilities is that 65 students, or 29 percent, received a grade point average of 3.0 or better during the last academic term. Three students with disabilities received monetary awards for their high grade point average at the annual Honors Day ceremony.

*2) Is the institution providing the right outreach services so that students with disabilities in high school know that if they go to college, needed services will be available to them? How does the institution work with high schools to facilitate the transition to college of students with disabilities?*

University admission counselors are trained by Disability Support Services to provide information to prospective students and their parents at college fairs and high school visits. The admission counselors contact high schools and community colleges in Illinois either through college fairs or visits to the school. High schools and community colleges in the city of St. Louis, St. Louis County, St. Charles County, and Jefferson County in Missouri are also contacted. Students and their parents are provided print materials about the university that list the services for students with disabilities at SIUE. Students are also encouraged to access the SIUE Web site for further information. When an individual with a hearing impairment is on campus visiting SIUE, an interpreter is provided. SIUE recognizes students' right to privacy regarding a disability, but encourages them to seek services that are available. The following statement appears on the application for admission: "Southern Illinois University Edwardsville offers a range of resources to support students with disabilities. For more information about programs and resources for students with disabilities, please contact: Office of Disability Support Services . . ."

Many students with disabilities have chosen SIUE because of the services provided to them. High school counselors from Illinois and Missouri routinely call the DSS office for information about services for a particular student with an interest in attending SIUE. When a student with a disability fails to meet the admission criteria at SIUE, the DSS office is called on to assess the academic potential of the student and make recommendations about admission. SIUE hosts a Preview Day each fall semester for prospective students and parents. The director of Disability Support Services is always present at this event to provide information and answer questions. Parents are encouraged to be involved in the entire process of admission, advisement, and the DSS new student orientation program.

The local office of the Illinois Department of Human Services, Office of Rehabilitation Services (ORS) has a counselor designated to provide services to the SIUE DSS office. This counselor is in partnership with SIUE and students with disabilities that qualify for support from ORS. Interpreter service expenses are shared by ORS and SIUE, and a Cooperative Agreement was developed to clarify financial responsibility for these services. Interpreters are present at all university-wide events such as graduation, convocation, Honors Day, and any other events that include the public.

*3) Is the institution providing the right climate or context so that students with disabilities know that they will be supported and their needs responded to in a proper and timely manner, if they do seek services?*

Prior to the beginning of each fall semester, an orientation session is held for students with disabilities. The purpose of the orientation is to provide information about how students with disabilities may access services on the campus, and it gives them an opportunity to become acquainted with the Disability Support Services staff, to experience the welcoming environment



in the DSS office, and to meet other students. Some of the topics that are discussed in the orientation include DSS office procedures including test proctoring, how to interact with instructors, how to add and drop courses, how to use the sign-up schedule in the DSS office, and an explanation of the DSS computer systems and software. Forms that students will need to advise faculty of their need for accommodation are distributed and explained. The vice chancellor for student affairs is present to officially welcome the students. Snacks, soft drinks, and food are provided, helping lend an informal and cordial climate to the orientation.

All new SIUE faculty attend a two-week comprehensive orientation to the university prior to the start of the fall semester. Among the activities included in the faculty orientation are a visit to the DSS office and a presentation by the Disability Support Services staff. Services are explained and questions are answered. Faculty are encouraged to provide a positive classroom experience for students with disabilities. Faculty members are also encouraged to have a statement on their syllabi encouraging students with a disability to contact them if they need assistance. Faculty who participated in new faculty orientation made the following comments after the session with Disability Support Services staff. They were asked:

"What are the most useful things you learned from these sessions?"

- Support available to students with disabilities and faculty.
- How Disability Support Services is set up, who it serves, etc.
- Disability Support Services was very helpful.
- I found the morning sessions useful, especially the Instructional Services, Disability Support Services, and library sessions.
- Disability Support Services introduction was great!
- Disability Support Services and Instructional Services available for the students.
- I have had the pleasure of using the services of OIS and Disability Support Services—both were exceptional.
- Disability Support Services was very helpful; it was good to see the testing environment.
- Disability Support Services information was very helpful, so we're prepared to meet our students' needs; helpful to hear about all these services; learned a lot.

Both faculty and students with disabilities are given a "Faculty and Student Resource Guide" developed by the DSS director. It explains further the material in the brochure that is distributed to all students and faculty. Responsibilities of both students with disabilities and the faculty are explained in detail in the resource guide.

The SIUE administration has been very supportive of Disability Support Services. Following the 2001 DSS program review recommendation that additional space for Disability Support Services was needed, collaboration between the vice chancellors in academic affairs and student affairs resulted in a new and expanded location. The new location is in a highly visible area with easy access. It contains individual testing rooms with glass windows that allow proctoring several students simultaneously. The new facility also has a computer lab with assistive

technology, a study area, space for socializing, and individual offices for the DSS staff to meet with students privately.

Moving Disability Support Services to a new and expanded location also resulted in changing accessible pathways on the campus, which came under the direction of the vice chancellor for administration. The former Hairpin Drive on campus has been redesigned so students may cross this area free of vehicular traffic. The "u" shape of the drive was shortened, the green space was expanded, and a sidewalk was installed between Rendleman and Peck Halls that provides safe and easy access between the buildings. These changes have improved the aesthetic and psychological climate on the campus.

Students with disabilities are asked each semester to evaluate the services they received from DSS. The evaluations are consistently positive. The DSS staff is well trained to assist students with many different disabilities. The staff provides a supportive and professional atmosphere in the DSS office for student with disabilities. Students with disabilities frequent the DSS office for test proctoring, adaptive computer usage, and last but not least, socialization and support. Last year the organization for students with disabilities, New Horizons, received the Student Organization of the Year Award. This was the second time the organization received this award from the SIUE Student Leadership Program.

Evaluations of services as well as staff demeanor and performance are conducted each semester. When students are being advised for their academic courses for the following semester, they are asked to evaluate the DSS office and the staff member who advised them. The last evaluation was conducted in spring 2003 when students were being advised for the fall 2003 semester. The Office Evaluation queried the students on their satisfaction with computer facilities in the office, testing services, hours of service, and staff availability. Students' responses to the questions in each category were generally very positive, with at least 79 percent indicating they "strongly agreed" or "agreed." Because of the variety of services offered to students with disabilities, every student does not need every service available. For example, many students with disabilities are able to use the computer labs in other locations on campus and do not need the adaptive software in the Disability Support Services office. The Adviser Evaluations showed similar results, with ratings in the upper 90th percentile on almost all the items. For example, 96 percent of the students said their adviser was "willing to spend an adequate amount of time with me," "was a good listener," and was "friendly and understanding."

To further enhance the climate on campus for students with disabilities, a Disability Awareness Day is held each year. The theme and focus of the event changes from year to year, but the event provides a forum for discussion of different disabilities and allows campus constituents to participate in informative and entertaining events.

SIUE has been proactive in satisfying the needs of students with disabilities. The university follows the guidelines set forth by the ADA and generously responds over and above the requirements of the ADA to all requests that are made. Any disability-related complaints are initially resolved by the DSS director. If additional consultation is needed, the ADA coordinator is involved in resolving the complaint. Students with disabilities on the SIUE campus are assured of getting their needs met in a timely fashion.

## **Institutional Best Practice**

### ***Disability Awareness Day***

For the past several years, SIUE has held a Disability Awareness Day on campus. The purpose of the event is to raise awareness in the university and surrounding communities regarding the abilities and needs of individuals with disabilities and to address responsibilities of the university. Disability Awareness Day has had campuswide support. Though the primary responsibility for planning and conducting the event has come from Disability Support Services and the ADA coordinator, many other units and offices on campus have provided support. For example, the Office of Equal Opportunity Programs, the Office of the Assistant Provost for Cultural and Social Diversity, the SIUE Foundation, the student group New Horizons, the Office of the Vice Chancellor for Student Affairs, and the Office of the Chancellor have all provided financial support. Faculty and students in academic departments have provided support by assisting with planning, advertising, and conducting the events.

Although the purpose remains constant, the focus and activities have changed from year to year. In the fall of 1998 students, faculty, and staff were invited on Disability Awareness Day to hear a noted civil rights attorney from Cambridge, MA, discuss the "Rights and Responsibilities of Students with Disabilities." Her luncheon speech to faculty and administrators on "Preparing the University for the 21<sup>st</sup> Century in Meeting the Needs of Persons with Disabilities" was followed by a lively discussion that was prompted by questions from the audience. In addition to the featured speaker, representatives from agencies and local vendors were present to discuss with participants their services and/or products. Also included in the day's activities was a film festival that ran continuously throughout the day featuring individuals with disabilities.

Early in 2000, the theme on Disability Awareness Day was "Emphasizing the Ability in DisAbility." This day was planned and carried out with the assistance of faculty members in the department of kinesiology and health education. Two guest faculty members provided the expertise for the day. A professor from Bemidji State University, the first person with a visual impairment to earn a Ph.D. in education in the United States and a former Olympic competitor in judo wrestling, gave demonstrations in classes and was a featured speaker at the luncheon. He spoke on "Sport and Physical Activity for Individuals with Disabilities." The other featured speaker was from Texas Woman's University, where she specializes in adapted physical education activities for early childhood programs. She spoke on "Physical Activity for Early Childhood Programs." In addition to the activities provided by the featured guests, a video presentation titled "Emerging Disabilities on Campus: What You Need to Know" was a part of the day's events. Vendors and representatives from agencies were also present to provide information to participants.

Featured in the Disability Awareness Day in 2001 was the performance of the play "Sylvia" by A. R. Gurney and presented by the Theater of the Deaf from St. Louis. A voice actor and an actor performing sign language performed each role in this comedy on stage. The event received media coverage and was attended by members of the university, surrounding Illinois communities, and representatives from St. Louis. Another feature of the day was a panel of students and faculty discussing learning disabilities. Special guests were invited to a luncheon to



hear a local psychologist speak on "Learning Disabilities in Adolescents and Adults." Local agencies and vendors also participated.

"Celebrating Abilities" was the theme of the 2002 Disability Awareness Day. As in past years, several events occurred. "King Gimp," winner of the 1999 Oscar for best short documentary, was shown continuously throughout the day. A panel of students and faculty presented "strategies for improving interaction and relationships with persons with disabilities." A luncheon featuring a couple who have twin sons with Asperger's Syndrome was well attended. Local agencies and vendors were present to promote their services or products. The highlight of the day was an evening wheelchair basketball game that featured the St. Louis Rolling Rams versus the SIUE men's varsity basketball team. The pep band played, and there were halftime contests and door prizes. On the following Sunday, in a continuation of Disability Awareness Day, a five-kilometer roll, walk, and run race brought out the mayor of Edwardsville and SIUE's chancellor, as well as athletes who participated in the race. A competitor in the wheelchair division came in first.

In 2003 the theme was again "Celebrating Abilities" when Disability Awareness Day joined with the university's Arts & Issues series to feature the National Theater of the Deaf and its production of "Oh Figaro." The actors, most of whom were deaf, also performed for area elementary school children, who were bused to the campus for a production of "The Giving Tree." The campus theater was filled with children, many of whom had a hearing impairment. Vendors and local agencies were at tables and booths to distribute and discuss their services and products. A wheelchair basketball game was held again with the St. Louis Rolling Rams versus the SIUE women's varsity basketball team. Halftime activities included free throw contests, drawings and prizes. The second annual five-kilometer roll, walk, and run race resulted in an increase in participants from the previous year, from 150 to more than 300. The SIUE track team cosponsored the event, and students from several academic classes participated in planning and conducting the race. They prepared flyers, arranged for radio, newspaper, and photographic coverage, solicited donations for prizes and food, and arranged for student volunteers to help with the event.

One of the ways the university assesses the success of Disability Awareness Day is through attendance and participation. For the last few years there has been an increase in participation at the Disability Awareness Day events. For example, there was a 100 percent increase in the number of participants in the run, walk, and roll race in 2003 over the previous year. The race is funded through community donations. In 2003 the number of donors doubled over the previous year. A local company that had 45 employees who participated in the run, walk, and roll race awarded Disability Support Services \$1,000. This award is given annually to a corporate-sponsored project attended by their employees. The City of Edwardsville has also been very supportive of the annual race. In the 2003 event, several Edwardsville police officers volunteered their time to assist with the race. Food for both the race and the wheelchair basketball game was generously donated by local merchants. The acceptance and desire by able-bodied persons to show their support for university-sponsored events concerning disability issues has been welcomed. Faculty and students are enthusiastically talking about future disability awareness events. The shirts given to participants in the race are seen all over campus. Students are proud of the fact that they supported a disability awareness event.

## Trend Data

### *Undergraduate Enrollment*

	<u>1998</u>	<u>2001</u>	<u>2002</u>	<u>Five-Year Trend</u>	
Total Enrollment .....	9,056	9,799	10,014	+10.6%	+958
Minority .....	15.9%	15.1%	14.2%	-1.7%	
Black .....	12.7%	11.9%	10.8%	-1.9%	
American Indian.....	0.4%	0.4%	0.4%		
Asian .....	1.6%	1.4%	1.5%	-0.1%	
Hispanic .....	1.2%	1.4%	1.5%	+0.3%	
Women.....	59.2%	57.3%	56.4%	-2.8%	
Disabled .....	1.7%	1.8%	2.0%	+0.3%	

### *Faculty*

	<u>1998</u>	<u>2001</u>	<u>2002</u>	<u>Five-Year Trend</u>	
Total Faculty .....	681	744	742	+8.9%	+61
Minority .....	12.2%	12.1%	12.5%	+0.3%	
Black .....	5.9%	6.0%	5.7%	-0.2%	
American Indian.....	0.0%	0.1%	0.0%		
Asian .....	4.7%	4.6%	5.5%	+1.2%	
Hispanic .....	1.6%	1.3%	1.3%	-0.3%	
Women.....	44.9%	41.1%	42.0%	-2.9%	

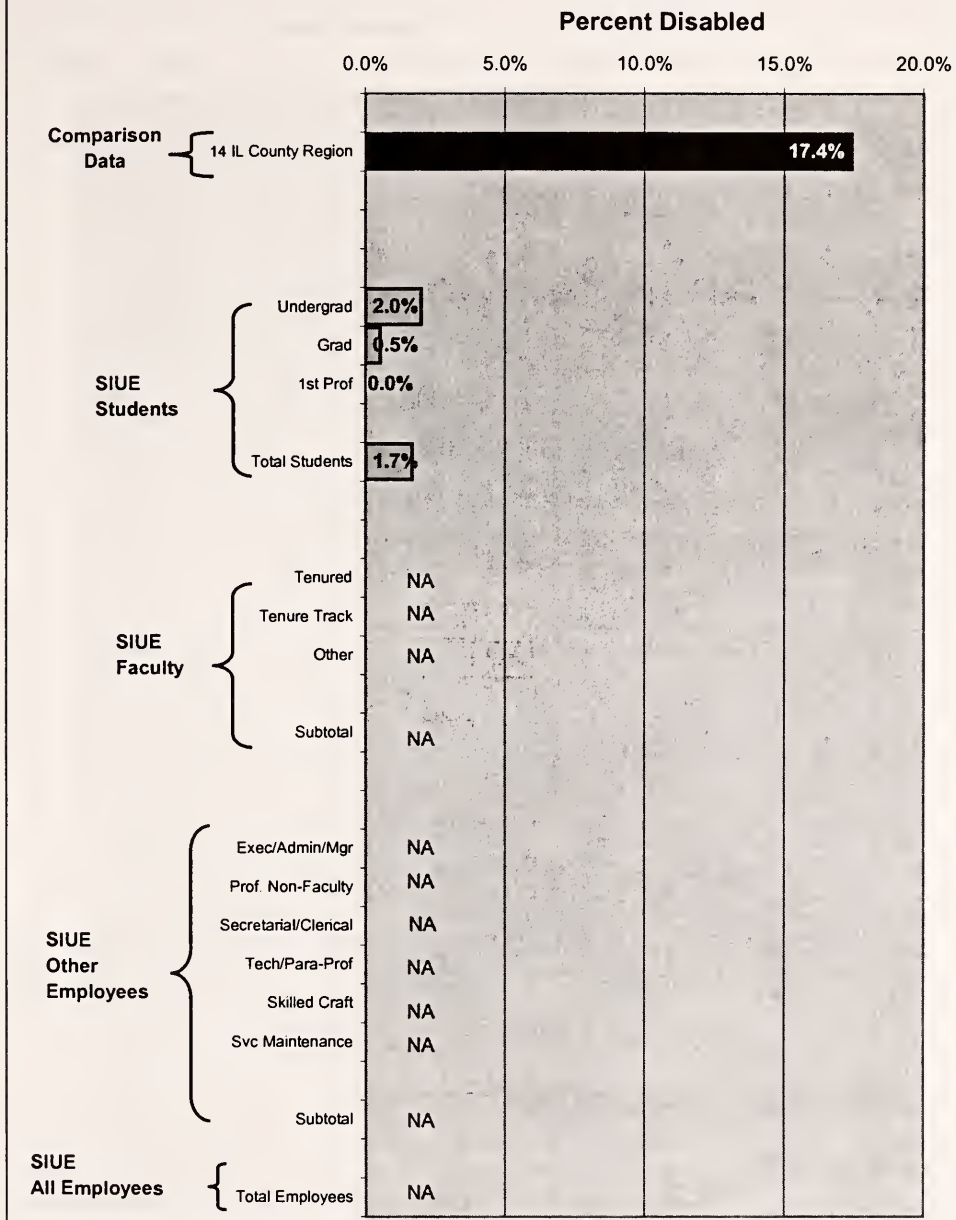
### *Total Workforce*

	<u>1998</u>	<u>2001</u>	<u>2002</u>	<u>Five-Year Trend</u>	
Total Workforce.....	2114	2326	2296	+8.6%	+182
Minority .....	21.3%	21.4%	21.0%	-0.3%	
Black .....	18.3%	18.7%	17.9%	-0.4%	
American Indian.....	0.0%	0.0%	0.0%		
Asian .....	2.0%	1.8%	2.1%	+0.1%	
Hispanic .....	1.0%	0.8%	0.9%	-0.1%	
Women.....	58.0%	58.3%	58.4%	+0.4%	



# Southern Illinois University Edwardsville

## 14 Illinois County Region, SIUE Comparative Data on Disabled Representation Fall 2002



### Comments:

- Includes full-time and part-time students and employees.

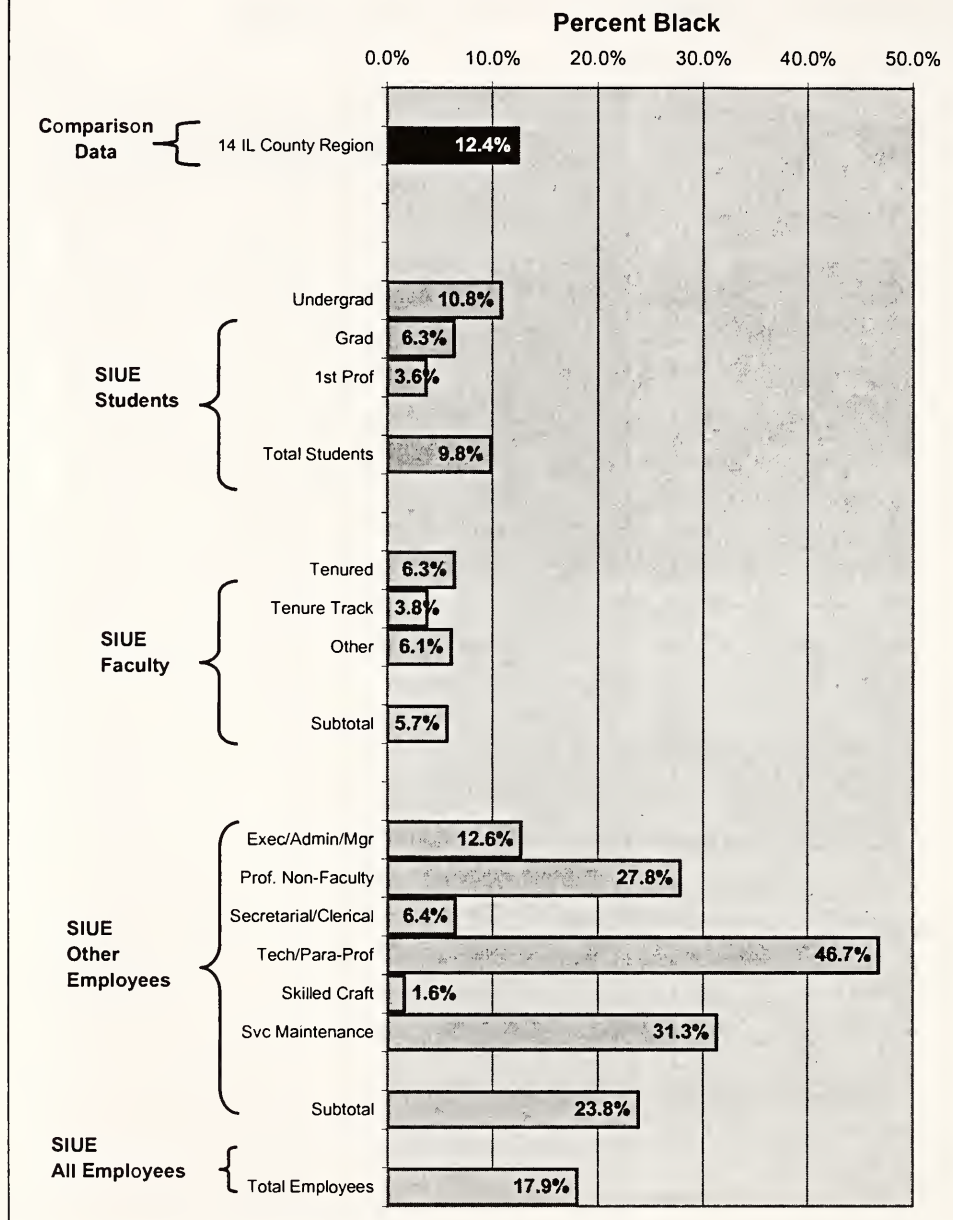
Sources: - U.S. Census Bureau 2000 Census *State and County QuickFacts, Quick Tables, and Geographic Comparison Tables.*

(<http://www.census.gov>)

- SIUE Fact Book, 2003

- Fall 10th Day SIS extracts and Disability Support Services records

**Southern Illinois University Edwardsville**  
**14 Illinois County Region, SIUE**  
**Comparative Data on Black Representation**  
**Fall 2002**



**Comments:**

- Includes full-time and part-time students and employees.
- Higher education reports student and employee demographics in IPEDS, which still uses the traditional "Black-Non Hispanic" definition. All comparative data are from the U.S. 2000 Census, which collected and reports race/ethnicity differently. The "Black" count in the census includes Hispanics but excludes Blacks who report more than one race.

Sources: - U.S. Census Bureau 2000 Census. *State and County QuickFacts, Quick Tables, and Geographic Comparison Tables.*

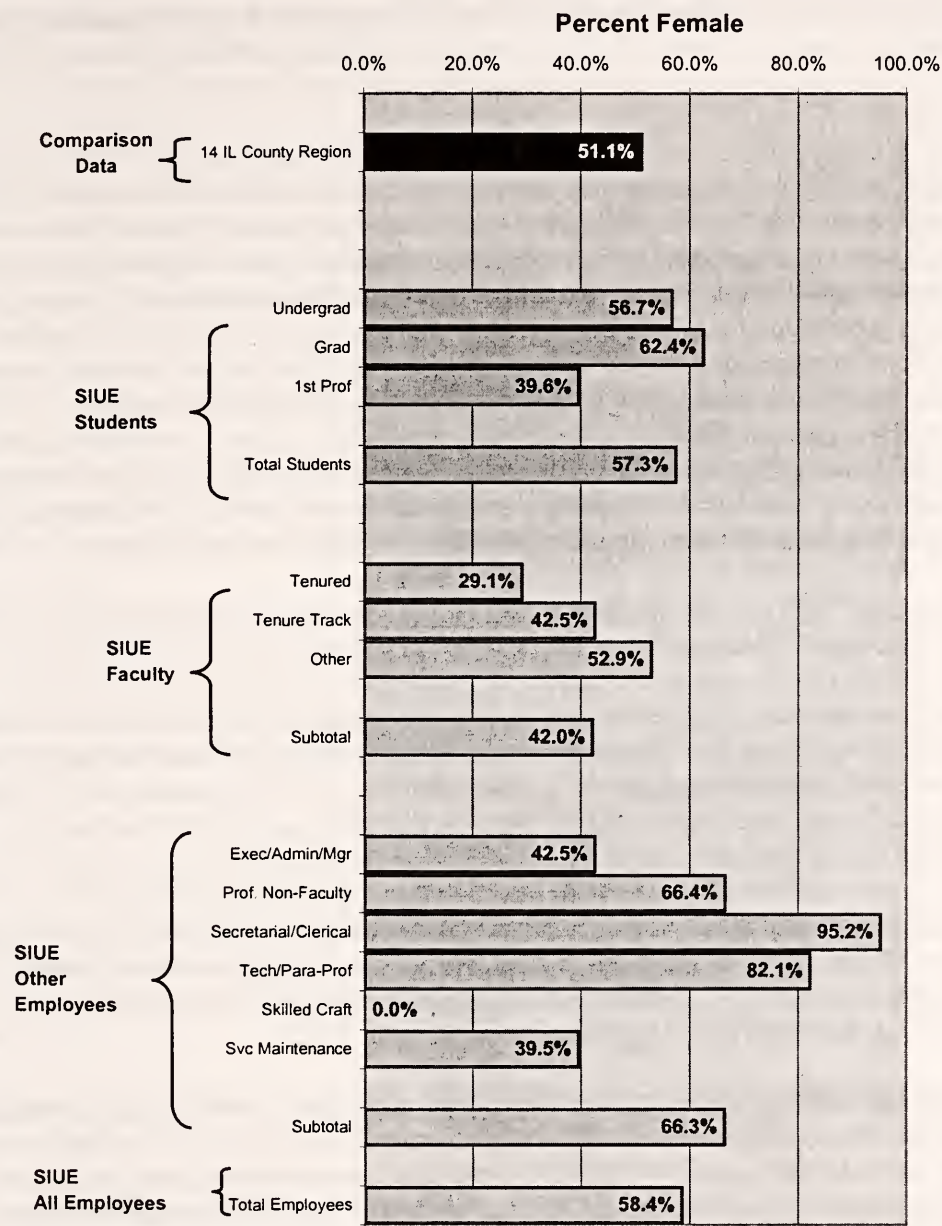
(<http://www.census.gov>).

- SIUE Fact Book, 2003.

- IPEDS Table 2, Fall 2002 Total Headcount Enrollment by Degree Program by Racial/Ethnic Category, Sex and Level.

- IPEDS Fall Staff Survey, 2002

**Southern Illinois University Edwardsville**  
**14 Illinois County Region, SIUE**  
**Comparative Data on Female Representation**  
**Fall 2002**



**Comments:**

- Includes full-time and part-time students and employees.

Sources: - U.S. Census Bureau 2000 Census. *State and County QuickFacts, Quick Tables, and Geographic Comparison Tables*

(<http://www.census.gov>).

- SIUE Fact Book, 2003.

- IPEDS Table 2, Fall 2002 Total Headcount Enrollment by Degree Program by Racial/Ethnic Category, Sex and Level

- IPEDS Fall Staff Survey, 2002.

## **Student Achievement**

SIUE has a number of special programs that seek to meet the academic needs of under-represented groups. Some of these programs occur at the collegiate level, while others that contribute to the success of the participants are transition programs for middle and/or high school students.

### **Tutoring**

The Special Services Program includes an extensive tutorial program that provides approximately 500 tutoring appointments per week to its participants. Of the students who utilize tutorial services, 93 percent are from underrepresented groups. All new freshmen that are Special Services Program participants are required to attend at least one tutorial session per week. Tutoring is provided for all writing and math courses, as well as for some science, business, and computer science courses. Eighty-two percent of the Special Services students who utilize tutorial services maintain a cumulative grade point average above 2.0.

Project GAIN students are tutored by nursing faculty as well as other students. Students formed special study groups to tutor students having academic difficulty. The cumulative grade point average of Black non-Hispanic females increased from 2.88 in fall 1998 to 3.01 in fall 2002.

### **Mentoring**

Each year approximately 20 entering freshmen in the Special Services Program are identified as candidates for the mentoring program. Selection is made using ACT score (below 18) and placement into developmental coursework. Academically successful upperclassmen volunteer to serve as mentors. Ninety-two percent of the freshmen that participated in the mentoring program will be returning for their second year.

Members of the nursing faculty serve as mentors to the students in Project GAIN. Eleven School of Nursing faculty members serve as mentors to assist students to achieve success. Students agree to meet weekly with their mentor. One hundred percent of the Black non-Hispanic female students were in academic good standing in 2002.

The Illinois Louis Stokes Alliance for Minority Participation (Illinois LS-AMP) program is a consortium of seventeen Illinois community colleges, universities, and research organizations participating in a collaborative effort to provide programs to improve the quality of science, mathematics, engineering, technology, and science education (SMET) for underrepresented minority students. The goal of the program is to increase the number of undergraduate and graduate degrees awarded to underrepresented minority students in SMET disciplines. During 2002, 34 students were enrolled as SIUE LS-AMP scholars. Tutoring occurred in biology, chemistry, and mathematics. Eight students were engaged each semester in research activity with six faculty members who served as mentors and research supervisors. The research results were well documented and used for professional presentations at several state and national conferences and symposiums. As further evidence of the success of the program, 3 electrical



engineering students have continuing internships with Emerson Motors of St. Louis and 1 electrical engineering student interned with the Hamilton Sundstrand Aerospace Corporation of Rockford, Illinois.

The following programs at the East St. Louis Center are academic enrichment programs that often offer tutoring and other academic enrichment activities as a component. They are college preparatory programs that may serve as transition from high school to college.

GEAR UP is designed to provide services to a cohort of students beginning at grade 6 through graduation from high school. Services include tutoring and enrichment instruction. The goal is to ensure students complete high school for successful entry into postsecondary education. GEAR UP serves 240 students in the East St. Louis, IL, school district. Students are currently rising 10th-graders. Of the original cohort 6th-grade class, 100 percent graduated from middle school.

Talent Search serves students in grades 6 through 12 with tutorial services, academic enrichment instruction, academic advisement for selection of postsecondary programs, and assistance with financial aid and scholarship searches. The program has served 600 students in East St. Louis, Cahokia, Brooklyn, and Venice, IL. The retention rate is 100 percent, and 80 percent of the program graduates have enrolled in postsecondary education programs.

Upward Bound Math and Science College Preparatory Center serves 50 students from the East St. Louis, Brooklyn, and Cahokia, IL, school districts. The likelihood of their success in high school and postsecondary education programs is enhanced due to the tutoring, enrichment instruction, and educational and career counseling/guidance they receive. Recent outcomes show a 75 percent retention rate, and 70 percent of the participants achieved a grade point average of 2.5 or better.

In the Upward Bound/Science Awareness program, high school students in East St. Louis, Cahokia, and Brooklyn, IL, participate in math and science enrichment instruction, tutoring, and summer career shadowing. There is a summer bridge program for graduating seniors. Of the 150 students who participated, the program had a 100 percent retention rate and a 100 percent high school graduation rate, and 85 percent of graduates enrolled in postsecondary education programs.

Upward Bound II offers for 65 high school students in the East St. Louis, IL, school district before- and after-school enrichment instruction in math, science, language arts, social studies, and computer science, as well as tutorial sessions and educational and career awareness workshops. The program had an 82 percent retention rate, and 82 percent of the graduates enrolled in postsecondary education programs.

### **Academic Achievement of Underrepresented Groups**

Academic achievement is a primary factor influencing retention, student satisfaction, and graduation. The following information on academic achievement of underrepresented groups



shows quantitative measures over a five-year period. These data are found in Tables 2.A, 2.B, and 3.A in the SIUE Data section.

### Undergraduate Students' Cumulative Grade Point Average

One of the quantitative determinants of academic achievement is the cumulative grade point average of students. Examining trend line data reveals changes that have occurred over time. An analysis of the data on grade point averages of underrepresented groups is shown below.

	<u>Fall 1998</u>	<u>Fall 2002</u>
Black Non-Hispanic	2.30	2.42 = +.12
Hispanic*	2.71	2.77 = +.06
Asian/Pacific Islander*	2.71	2.74 = +.03
Women	2.81	2.95 = +.14
Disabled Students	2.60	2.78 = +.18

All groups show an increase in cumulative grade point average from fall 1998 to fall 2002. Women students show the highest grade point average, followed by students with disabilities.

### Undergraduate Students in Good Standing

Another measure of academic achievement is the percent of students in good standing. Trend line data appear below.

	<u>Fall 1998</u>	<u>Fall 2002</u>
Black Non-Hispanic	76%	82% = +6%
Hispanic*	85%	90% = +5%
Asian/Pacific Islander*	91%	90% = (-1)%
Women	89%	93% = +4%
Disabled Students	87%	90% = +3%

All groups had an increase in the percent of students in good standing with the exception of Asian/Pacific Islander students, who had a slight decrease of 1 percent. The percentage of women students in good standing exceeds all other underrepresented groups.

### Undergraduate Student Degree Completion

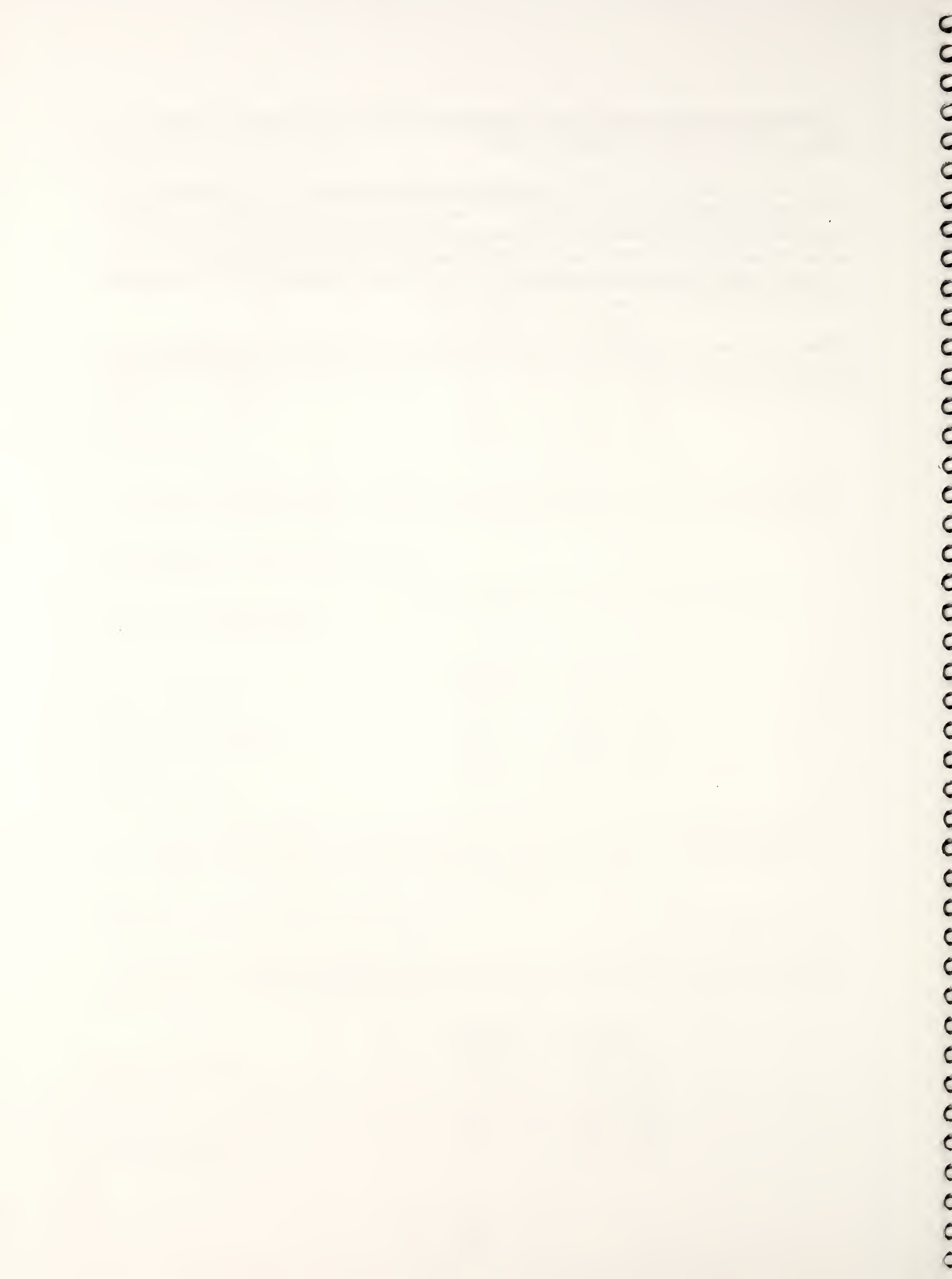
Completion of degrees is another standard by which academic achievement can be measured. Completion of baccalaureate degrees is shown below.

	<u>Fall 1998</u>	<u>Fall 2002</u>
Black Non-Hispanic	156	165 = +9
Hispanic*	24	18 = (-6)
Asian/Pacific Islander*	24	20 = (-4)
Women	924	1,074 = +150
Disabled Students	31	26 = (-5)

These data show an increase in degree completion for Black non-Hispanic and women students. All other groups had slight decreases.

Pass rates on licensure exams is another indicator of the academic quality of the institution. For the second consecutive year, 100 percent of the seniors at the School of Dental Medicine passed the National Board Exam, Part II. They rank fourth in the nation based on their test scores. Project GAIN (Getting Ahead in Nursing), which is composed primarily of underrepresented minority students, reported that all students who graduated in 2002-2003 and took the NCLEX-RN exam passed it on the first attempt.

*\*Hispanic and Asian/Pacific Islander each represent less than 2 percent of the student population. American Indian students account for less than one-half of 1 percent of the population and are therefore not shown in these analyses.*









## **SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE**

SIU School of Medicine is a state-supported medical school established in 1970 to assist the people of central and southern Illinois in meeting their health care needs through education, service, and research. This mission drives the school's development as the focus of a university medical center for downstate Illinois. Integral to this mission is the need to reflect the region's socio-economic, ethnic, and cultural diversity as a means of maintaining the vitality and relevance of the school's academic and service programs.

Unlike the university or other medical schools in Illinois, SIU School of Medicine is limited to accepting only medical students who are Illinois residents. Further, the school's mission emphasizes the health care needs of the central and southern Illinois region, and programs must reflect the region's population, both as a comparison and as a measure of its diversity in the composition of its student, staff, and faculty populations.

Overall, SIU School of Medicine endeavors to reflect a diverse mix of students, faculty, and staff who will mirror the 10.1 percent minority population for the central and southern Illinois counties served by the school (based on U.S. Census data).

### **Student Achievement**

#### **Educational Environment**

The School of Medicine encompasses a complete sequence of programs beginning with undergraduate medical education leading to the M.D. degree, and progressing through residency training and continuing medical education for practicing physicians. Using existing university and community resources in Carbondale, Springfield, and throughout the region, the school has grown rapidly. Affiliation agreements signed between the school and Memorial Medical Center and St. John's Hospital provided the valuable physical base for the clinical programs in Springfield during the early years of the school's development. Currently, facilities supporting the school's program include university-owned and leased structures and affiliated community hospitals in Springfield as well as Carbondale, Decatur, Quincy, and numerous other outreach sites. Additionally, approximately 1,000 downstate physicians serve as volunteer and part-time medical school faculty.

The school has an excellent record in training caring, competent physicians and developing new models for rural health care delivery, particularly in medically underserved areas of the state. The school is internationally recognized for its innovative teaching and student assessment techniques, including a competency-based curriculum, the use of simulated patients, and course work in medical humanities and problem-based learning.

The level of health care provided by the school, or any other academic medical center, cannot continue without an investment in medical research. Our research effort is providing the engine for continued growth in biomedical-related economic development and clinical care. The

medical faculty has over 171 externally funded research projects under way in over 100 laboratories.

## **Students**

The School of Medicine focuses on accepting students with a high potential for successfully completing medical school and entering clinical practice, particularly in central and southern Illinois. This necessitates recruiting heavily from the downstate region and results in a diverse student population consistent with this region's general population. All students entering SIU School of Medicine are provided every opportunity to become successful, to seek remedial tutoring and mentoring as needed, and ultimately to complete their undergraduate medical education leading to the M.D. degree. The School of Medicine continues to be focused on attracting and retaining students, faculty, and staff who will further the mission of the school and will reflect the diversity of the population it serves.

As reported previously, the objective for recruitment and retention of minority, female, and/or students with disabilities is to achieve a diverse mix of students mirroring the 10.1 percent minority population for the central and southern Illinois counties served by the school.

In addition to mirroring the minority population of central and southern Illinois, it is important that the school also serves students from downstate and rural areas desiring to become physicians. It has been shown that physicians tend to practice near the areas where they train. Thus, SIU trains physicians in downstate Illinois as a method of encouraging new physicians to remain and practice in central and southern Illinois communities. By drawing medical students from these same communities, SIU increases the likelihood of this result.

As shown in the following table, the majority of SIU School of Medicine students come from rural communities of 25,000 or less in population.

**Table I: Demographics of Current SOM Medical Students**

<b>Class</b>	<b>Percent from towns of 25,000 or less</b>	<b>Males</b>	<b>Females</b>	<b>Mean age</b>	<b>Age range</b>	<b>Children of physicians</b>
2004	55%	39	39	28	24-47	15
2005	64%	35	36	25	22-50	15
2006	67%	37	35	24	22-37	10

Since the school's inception in 1970 through 1999 (the most recent graduates to complete residencies), there have been 1,224 graduates who are now practicing physicians. Of those, 43.7 percent are practicing in Illinois and 25.4 percent are practicing in the contiguous states of Wisconsin, Iowa, Missouri, Kentucky, and Indiana. Of those practicing in Illinois, 80.4 percent are located in downstate Illinois and 29.2 percent are in rural locations.

The following chart compares census data for the central/southern Illinois region with data on the school's medical student population.

**Table II: SIU School of Medicine Medical Students and Regional Comparatives**

Description	Black Non-Hispanic	Hispanic	White Non-Hispanic	Am. Indian Alaskan Nat.	Asian/Pacific Islander	Total Minority
Census Data	6.9%	1.9%	89.9%	0.2%	1.1%	10.1%
New Enrollees	11.1%	2.8%	72.2%	0.0%	13.9%	27.8%
Total 2002 Enrollment	5.9%	2.8%	79.1%	0.7%	11.5%	20.9%

Census data – 2000 census data for central and southern Illinois counties served by the School of Medicine

New enrollees – 2002 *new* enrollees/matriculants to SIU School of Medicine

Total 2002 enrollment – Fall 2002 enrollment for all four School of Medicine classes (MSI-MSIV)

Several observations are noteworthy:

- Over half of the students entering SIU School of Medicine are from communities with populations of 25,000 or less.
- There was a marked increase in the number of Black (non-Hispanic) medical students for the fall 2002 class. At 11.1 percent, the school's entering class had a significantly greater proportion in this category than the central/southern Illinois region census figures (11.1 percent vs. 6.9 percent). The fall 2002 class's minority population of 27.8 percent significantly exceeded the enrollment ten years ago of 18.2 percent minority population.
- Likewise, URM graduates as a percentage of all medical graduates was up from 7.5 percent in 2002 to 8.6 percent in 2003. (URM represents the underrepresented minority classifications as defined by AAMC.)
- Female enrollment for minorities was 11.8 percent in the fall 2002 class, up from 10.9 percent in the previous year. Total female student population is currently 48.6 percent of the total.

Current enrollment of self-identified students with disabilities and those who requested reasonable accommodation is zero in 2002-2003. The school's enrollment in recent years has included 2 such students.

## Graduation Statistics

SIU School of Medicine strives to assure that all students will successfully complete their studies and receive their medical degree. While there are some students who experience academic difficulty or are lost due to untimely deaths, 99 percent of those who initially enroll in SIU School of Medicine do complete their studies and receive their M.D. degree.



## **Institutional Best Practice**

### ***MEDPREP***

In a year where the focus is on students successfully completing their studies, it would be remiss not to focus on the Medical/Dental Education Preparatory Program (MEDPREP) of the SIU School of Medicine as a best practice.

MEDPREP was established in 1972 by the SIU School of Medicine to provide assistance to educationally and economically disadvantaged students in preparing for and achieving success in the health professions. Currently under the direction of Harold Bardo, Ph.D., himself a graduate of Southern Illinois University, this program also receives federal funding and has achieved national recognition for its program design and offerings as well as the success rate of its graduates. An average of 60 to 65 students participate annually in this year-round program open to post-baccalaureate students throughout the United States.

The program was developed to assist students in confronting behaviors and attitudes that have impeded the academic and personal growth requisite for successful matriculation and retention in professional school. Students are expected to work on developing science knowledge augmented by efficient and effective learning skills. Each student receives assistance in developing an academic plan tailored to his/her specific needs. Faculty members provide individual consultation and tutoring, and small group interaction and group study are encouraged.

Our latest numbers indicate that there are 1,010 MEDPREP alumni, of which 82 percent are underrepresented minorities (URM) and 56 percent are female. In this program, it is anticipated that 87 percent of the students will go on to find placement in and graduate from health-related professional schools. Since its inception, the MEDPREP program has served a diverse population represented by 71 percent who were Black (non-Hispanic), 5 percent Mexican American; 2 percent mainland Puerto Rican, and 1 percent Native American.

For those students entering medical school, there is a six-week prematriculation program supported by a Health Careers Opportunity Programs (HCOP) federal grant. This program allows students opportunities to become familiar with first-year medical school curricular experiences, faculty, and resources through interactive, lecture, and independent study activities.

MEDPREP is a program that encompasses the whole person and fulfills the mission of the SIU School of Medicine in preparing physicians and other health care providers who are not only competent and capable but who also encompass the guiding principles of respect, integrity, and compassion. Perhaps this is best summed up in the following excerpts from Malik J. Kelly, a second-year MEDPREP student:

*"I have wanted to become a physician since I graduated from high school... Unfortunately, many of the grades I earned (in college) were mediocre, sometimes worse. I did not have very good study habits and my grades reflected my inadequate efforts.....for me, like many other students, MEDPREP has been more than a means towards the end of gaining*

*acceptance to medical school. One of the things I like most about the program is the cohesiveness of the students...without question, the unwavering support of the MEDPREP faculty has also been crucial to my success in the program. Everyone wants to see you succeed. Faculty members are readily willing to offer assistance to help you understand a difficult concept, often on a moment's notice...Looking back, attending MEDPREP was one of the best decisions that I have ever made. The program was crucial in helping me gain acceptance to medical school. More importantly, however, the program has made me more self confident...I know I am one of the best-prepared prospective medical students in the country."*

And from another student:

*"The second year students realize what a blessing and privilege it is to be part of one of the most competitive and successful post baccalaureate programs in the country."*

In addition to the best-known post-baccalaureate component, MEDPREP operates other "Health Profession" pipeline programs to high school students, a post-baccalaureate pre-matriculation program, and a Health Careers Opportunity Program (HCOP). Two of the programs for high school students are the Health Science Career Pathways (HSCP) Program and the Summer Research Apprenticeship Program.

HSCP is designed to provide minority students, primarily from the East St. Louis area, with experiences that will increase awareness of health professions and interest in a career in health professions. This three-week summer residential program allows students to experience campus life and spend time in clinical sites in the Carbondale area. The goal is to contribute to the development of a strong core of health professionals and researchers for the future.

The Summer Research Apprenticeship Program allows disadvantaged high school students from East St. Louis, Springfield, and Carbondale to be matched with an active biomedical/behavioral researcher/mentor in a research laboratory for a six-week period. Students are exposed to outstanding role models, enhance their awareness of educational opportunities and available financial support, and present oral summaries of their research experience.

The HCOP program provides assistance to MEDPREP, which makes several partnership programs available. One offering is the Science on Saturday program serving middle and high school students with tutorial opportunities in math and science.

The school continues to nurture its nationally acclaimed MEDPREP program, in part, as a pipeline for recruitment to its medical education program. Efforts are continuously being made to encourage students who are or will become Illinois residents to select SIU School of Medicine as their school of choice.









Table 1

**DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING  
UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC UNIVERSITIES  
FISCAL YEARS 2002 AND 2003**

Program	Staff Years Budgeted		Dollars Budgeted				Change in	
	FY02	FY03	State		FY02	FY03	State	Other
			FY02	FY03				
<b>Designated Programs</b>								
Future Scholars	0.02	0.92	62,900	62,900			0	
Minority Engineering Program	2.00	2.00	129,356	110,103			(19,253)	
Southern Illinois Regional Career Preparation Program	4.46	4.46	80,000	80,000			0	
Disability Support Services	5.25	5.25	203,863	213,982			10,119	
Illinois Consortium for Educational Opportunity Program								
State	2.10	2.10	2,000,000	2,000,000			0	
SIUC	2.00	2.00	212,500	175,000			(37,500)	
Illinois Minority Graduate Incentive Program								
State	2.00	2.00	495,000	490,000			(5,000)	
SIUC	2.00	2.00	80,000	52,300			(27,500)	
Minority Participation Scholarships	0.08	0.08	153,100	153,100			0	
Night Transit	0.70	0.70	42,827	35,432			(7,395)	
Project Achieve	10.00	10.00	511,457	467,301			(44,156)	
Office of Executive Assistant to the Chancellor	6.00	6.00	309,921	314,548			4,627	
Black American Studies Program	4.06	3.43	275,541	262,712			(12,289)	
Black Togetherness Organization	0.60	0.00	12,110	2,710			(9,400)	
College of Business Minority Retention Program	2.50	2.25	66,929	63,380			(3,549)	
Proactive Recruitment of Multicultural Professionals for							0	
Tomorrow (PROMPT) Fellowship Program	3.00	3.00	181,463	179,263			(2,200)	
PROMPT Developing Scholars Program	0.25	0.25	3,639	3,848			209	
University Women's Professional Advancement	1.60	1.50	101,257	63,487			37,770	
Wheelchair Repair Service	0.50	0.50	7,773	6,600			(1,173)	
Women's Services	2.75	2.25	80,159	64,370			(15,789)	
Disability Support/Overhead Recovery	1.40	1.50	59,000	55,090			(3,910)	
Asst Housing Program Coordinator for Diversity	0.00	1.00	0	32,754			32,754	
Special Populations Disabled Student Recreation	2.00	2.00	72,204	70,443			(1,761)	
Minorities in Agriculture, Natural Resources & Related Sciences	0.05	0.05	1,000	1,500			500	
Graduate School Developing Scholars	0.25	0.00	3,639	0			(3,639)	
Disability Accommodations	0.25	0.50	50,434	41,320			(9,114)	
Minority Aviation Council	0.02	0.02	1,000	1,000			0	
Rotor and Wing Association	0.02	0.02	1,100	1,100			0	
Women in Aviation	0.02	0.02	1,000	1,000			0	
Wings & Things/Charley's Gizmos	0.02	0.02	1,100	1,100			0	
Multicultural Programs and Services	3.00	1.37	92,132	82,346			(9,786)	
Women's Studies	1.00	1.00	145,500	152,913			7,413	



Program	Staff Years Budgeted		Dollars Budgeted				Change in	
	FY02	FY03	FY02	State	FY03	Other	State	Other
<b>Other Programs</b>								
Upward Bound	5.50	4.50						32,395
Center for Basic Skills	12.15	10.50	344,819		323,058		(21,761)	
Graduate Dean's Fellowship Program	0.40	0.40	55,000		57,200		2,200	
Student Support Services	3.50	3.50				199,809		55,270

## **Attachment A**

### **Enrollment of Students with Disabilities**

#### Undergraduate AY 2002-03

Number of students with documented disabilities who self reported	480
---	-----

Number of students with documented disabilities who requested services at the institution	309
---	-----

#### Graduate AY 2002-03

Number of students with documented disabilities who self reported	126
---	-----

Number of students with documented disabilities who requested services at the institution	81
---	----

#### Number of Students by Type of Disability AY 2002-03

	<u>Undergraduate</u>	<u>Graduate</u>
Mobility	87	34
Visual	28	13
Auditory	9	5
Mental Impairment	28	6
Learning Disability	244	31
Medical Disability	50	20
Other	34	17

## **Attachment B**

### **Definitions for Annual Report on Underrepresented Groups in Higher Education.**

Staff-Year – A staff year is defined as a 12-month contract providing for at least one month of vacation.

White (not of Hispanic origin) – A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Black (not of Hispanic origin) – A person having origins in any of the Black racial groups of Africa.

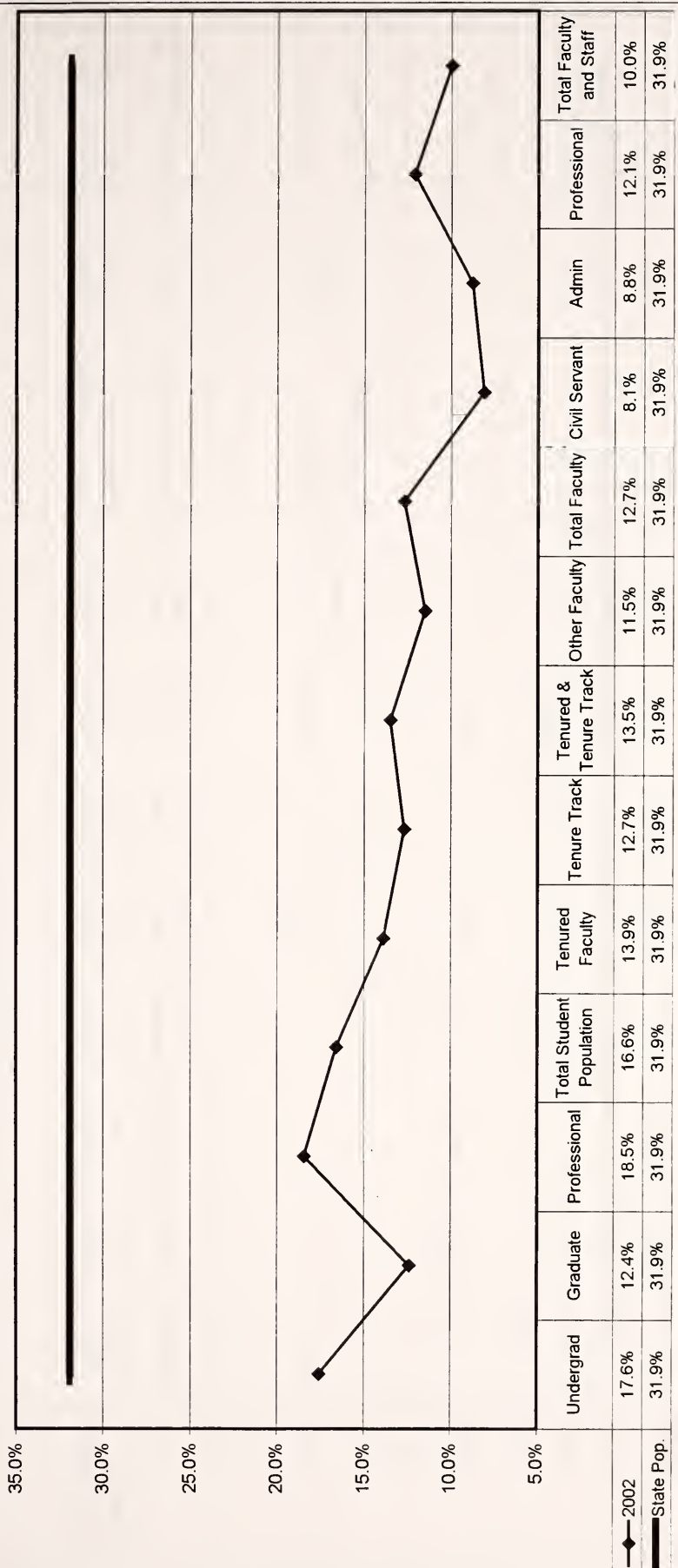
Hispanic – A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin regardless of race.

Asian or Pacific Islander – A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. The area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

American Indian or Alaskan Native – A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

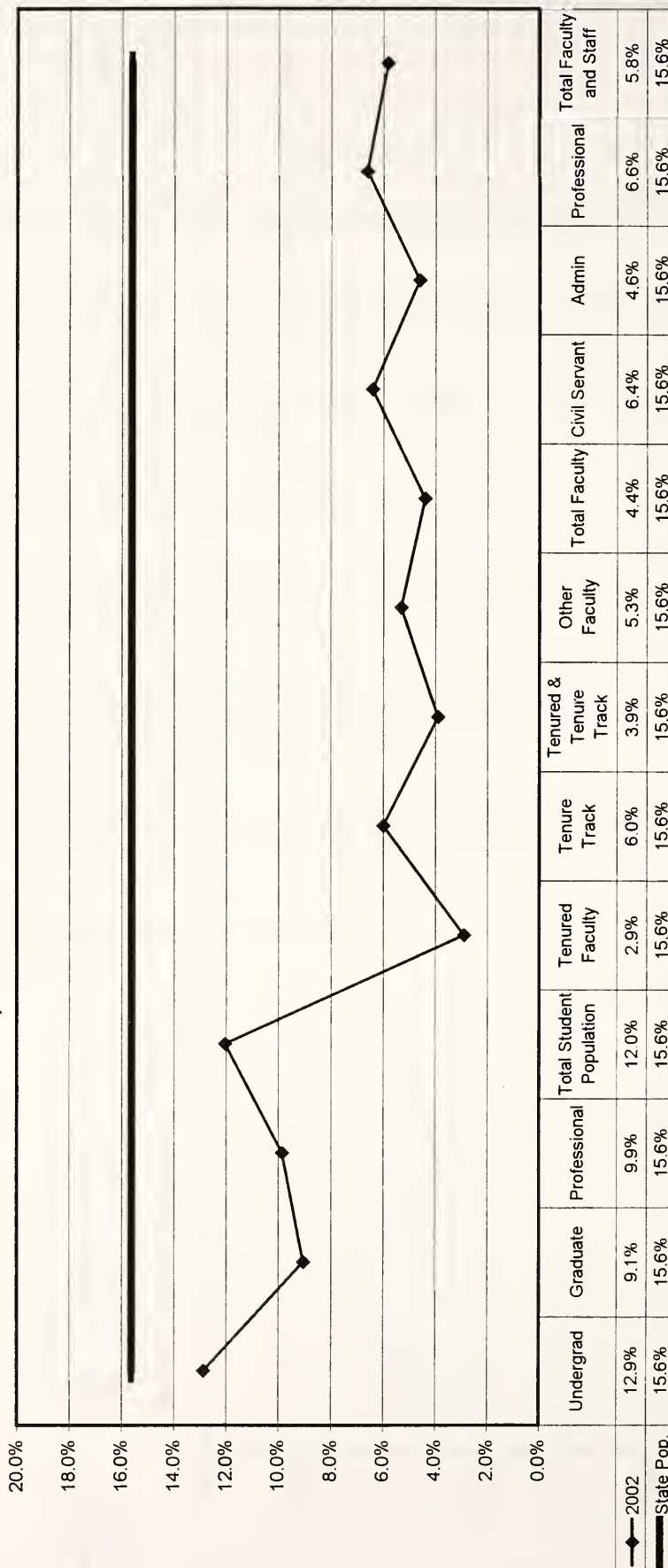
Students with Disabilities – See Attachment A.

Graph 1  
2002 Comparative Data for Minority Students and Staff

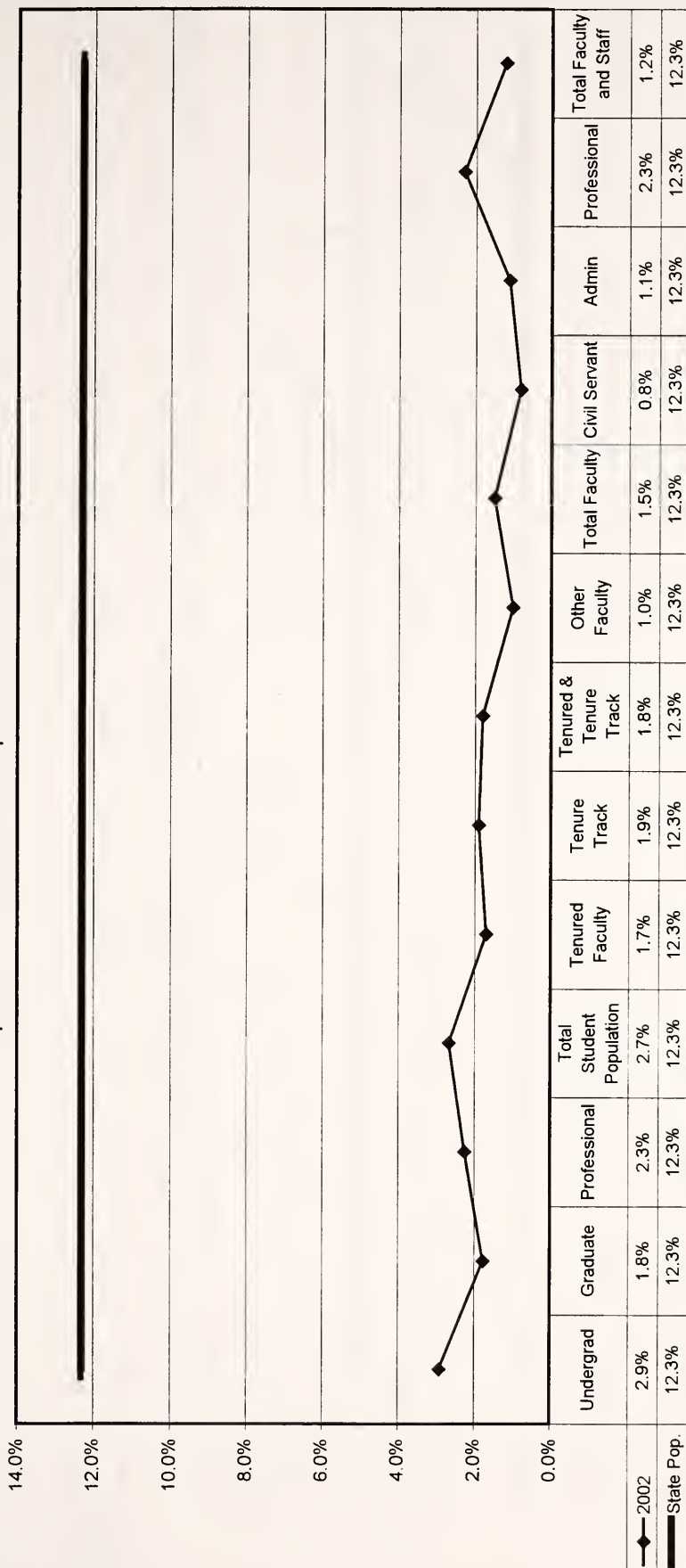




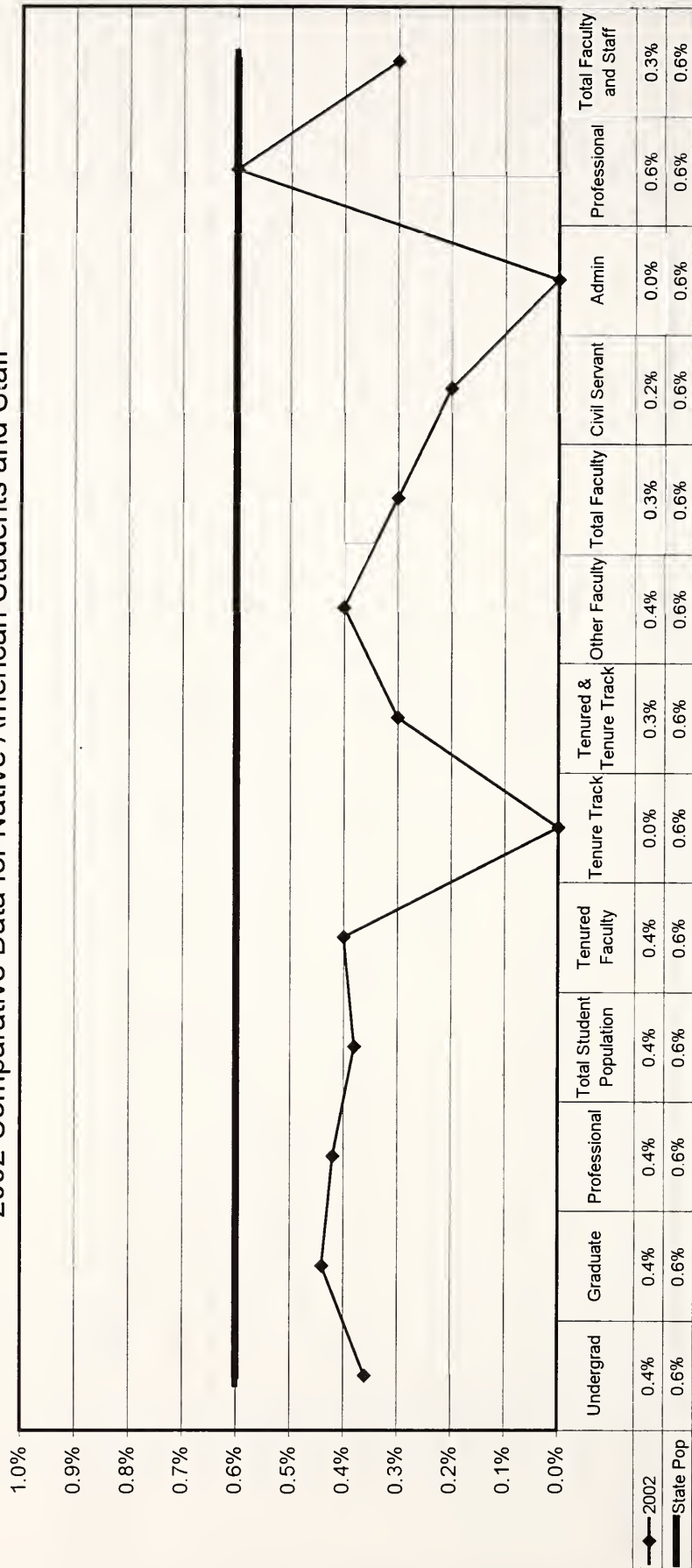
Graph 2  
2002 Comparative Data for Black Students and Staff



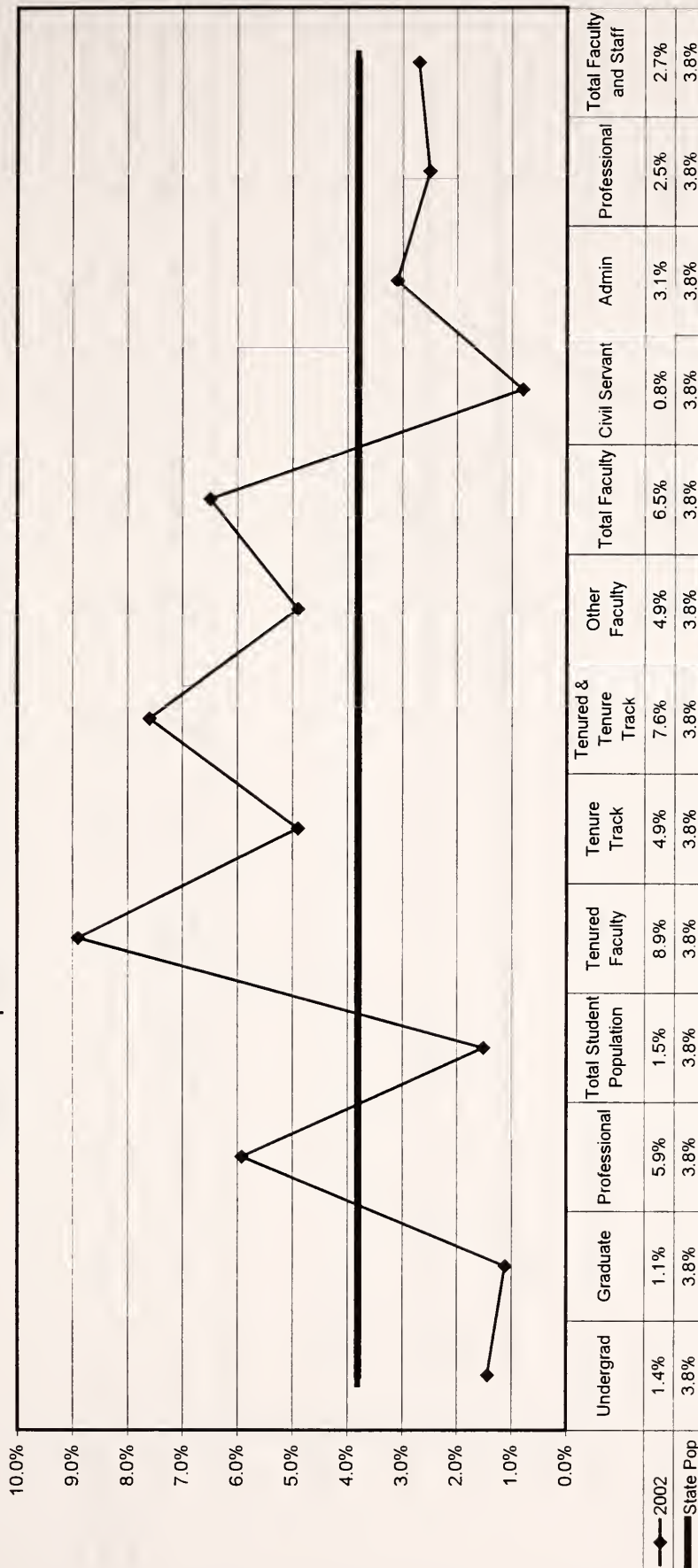
Graph 3  
2002 Comparative Data for Hispanic Students and Staff



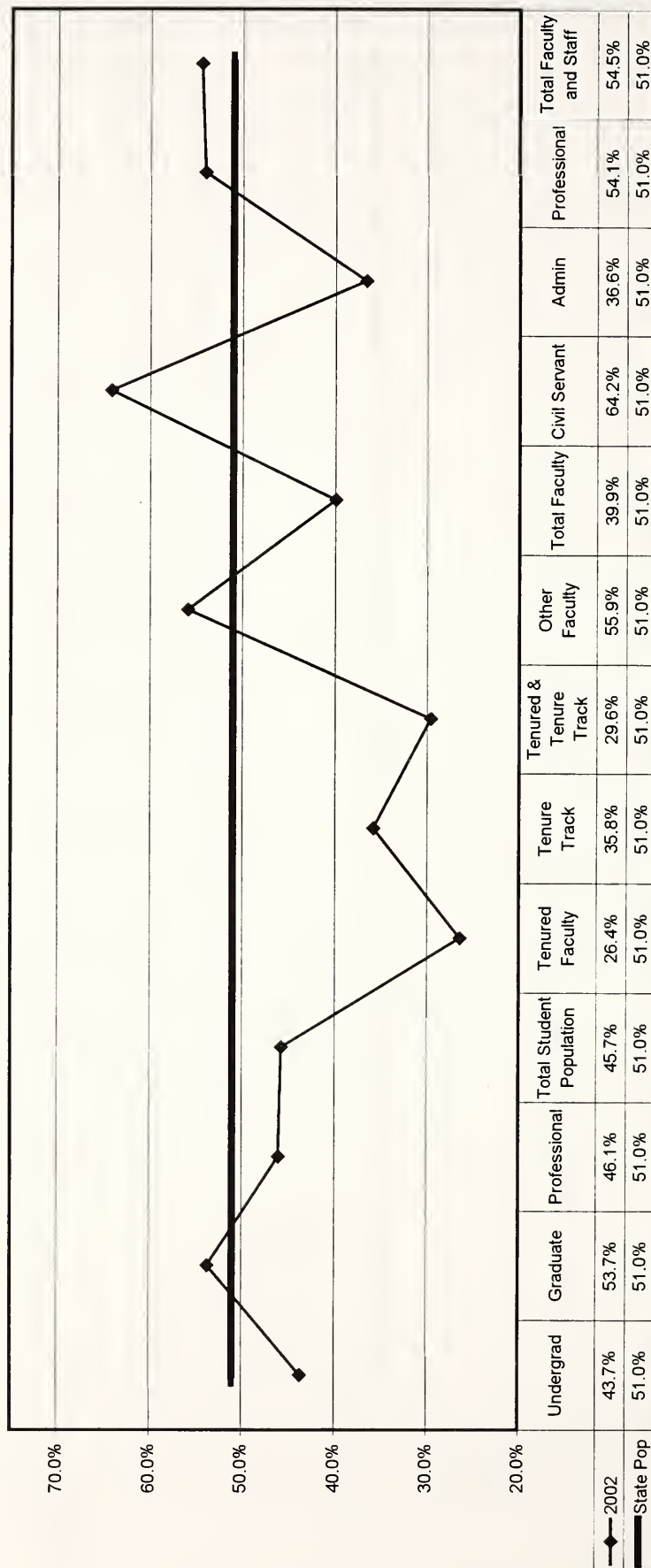
Graph 4  
2002 Comparative Data for Native American Students and Staff



Graph 5  
2002 Comparative Data for Asian Students and Staff

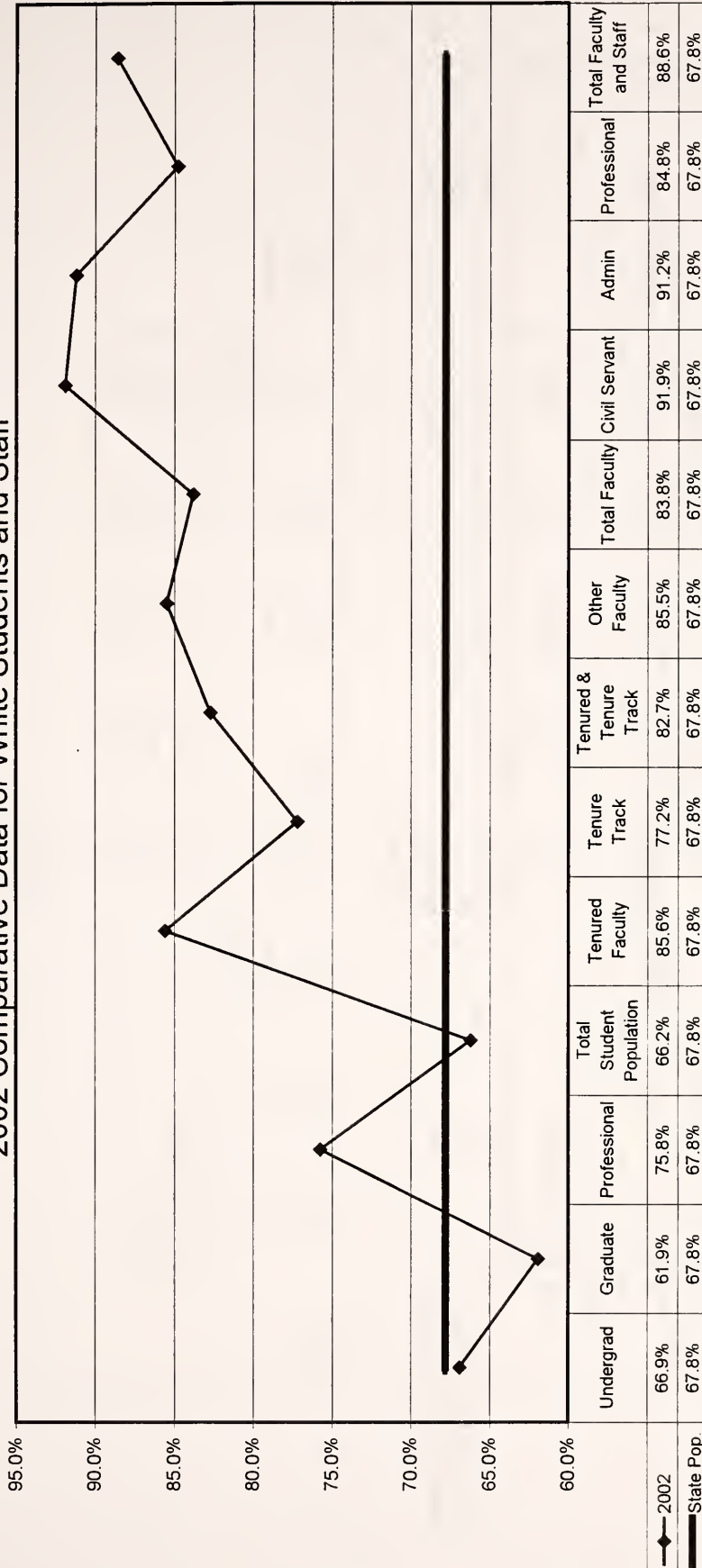


Graph 6  
2002 Comparative Data for Female Students and Staff

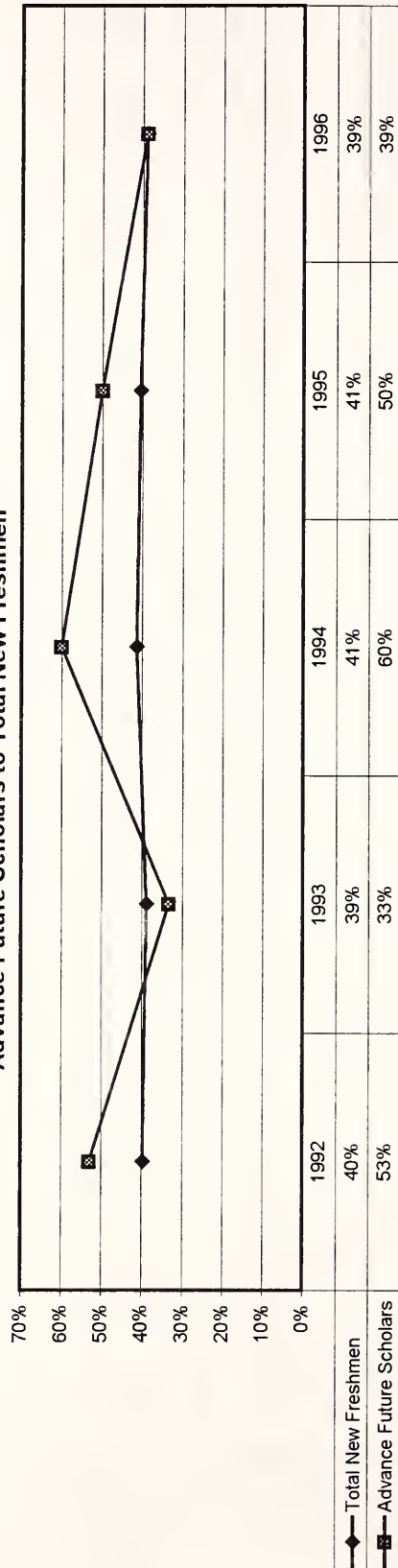




Graph 7  
2002 Comparative Data for White Students and Staff



Graph 8  
Comparison of the Sixth Year Graduation Rate of  
Advance Future Scholars to Total New Freshmen



# Trends in Undergraduate Academic Performance and Academic Standing, 1998 to 2002

Figure 1

Total						
	1998	1999	2000	2001	2002	
GPA	2.79	2.80	2.83	2.87	2.86	
Good standing	87%	88%	88%	89%	89%	
	Change			Change		
	2001	2002	Percent	1998	2002	Percent
GPA	2.87	2.86	-0.3%	2.79	2.86	2.5%
Good	89%	89%	0.0%	87%	89%	2.3%

Figure 1a

White						
	1998	1999	2000	2001	2002	
GPA	2.86	2.87	2.87	2.90	2.87	
Good standing	89%	90%	89%	90%	90%	
	Change			Change		
	2001	2002	Percent	1998	2002	Percent
GPA	2.9	2.87	-1.0%	2.86	2.87	0.3%
Good	90%	90%	0.0%	89%	90%	1.1%

# Trends in Undergraduate Academic Performance and Academic Standing, 1998 to 2002

Figure 2

Minority						
	1998	1999	2000	2001	2002	
GPA	2.51	2.56	2.53	2.61	2.54	
GPA Equality Index	88%	89%	88%	90%	89%	
Good standing	78%	81%	80%	83%	81%	
Good standing Equality Index	88%	90%	90%	92%	90%	

Change				Change		
	2001	2002	Percent	1998	2002	Percent
GPA	2.61	2.54	-2.7%	2.51	2.54	1.2%
Good	83%	81%	-2.4%	78%	81%	3.8%

Figure 2a

Black						
	1998	1999	2000	2001	2002	
GPA	2.45	2.47	2.43	2.53	2.46	
GPA Equality Index	86%	86%	85%	87%	86%	
Good standing	76%	79%	77%	81%	79%	
Good standing Equality Index	85%	88%	87%	90%	88%	

Change				Change		
	2001	2002	Percent	1998	2002	Percent
GPA	2.53	2.46	-2.8%	2.45	2.46	0.4%
Good	81%	79%	-2.5%	76%	79%	3.9%



# Trends in Undergraduate Academic Performance and Academic Standing, 1998 to 2002

Figure 3

Hispanic						
	1998	1999	2000	2001	2002	
GPA	2.68	2.83	2.83	2.80	2.71	
GPA Equality Index	94%	99%	99%	97%	94%	
Good standing	84%	89%	88%	88%	85%	
Good standing Equality Index	94%	99%	99%	98%	94%	
			Change		Percent	
	2001	2002	Number		Number	Percent
GPA	2.80	2.71	-0.09		0.03	1.1%
Good	88%	85%	-3%		1%	1.2%

Figure 3a

Native American						
	1998	1999	2000	2001	2002	
GPA	2.66	2.63	2.79	2.87	2.75	
GPA Equality Index	93%	92%	97%	99%	96%	
Good standing	84%	81%	85%	90%	90%	
Good standing Equality Index	94%	90%	96%	100%	100%	
			Change		Percent	
	2001	2002	Number		Number	Percent
GPA	2.87	2.75	-0.12		0.09	3.4%
Good	90%	90%	0%		6%	7.1%

# Trends in Undergraduate Academic Performance and Academic Standing, 1998 to 2002

Figure 4

Female						
		1998	1999	2000	2001	2002
GPA		2.85	2.87	2.90	2.96	2.94
Good standing		88%	89%	90%	92%	91%
		Change				
		2001	2002	1998	2002	Percent
GPA	2.96	2.94	-0.02	2.85	2.94	3.2%
	92%	91%	-1%	88%	91%	3.4%
Good				GPA	Good	

Figure 4a

Disabled						
		1998	1999	2000	2001	2002
GPA		2.54	2.63	2.53	2.58	2.56
Good standing		81%	86%	82%	84%	84%
		Change				
		2001	2002	1998	2002	Percent
GPA	2.58	2.56	-0.02	2.54	2.56	0.8%
	84%	84%	1%	81%	84%	4.8%
Good				GPA	Good	

# Trends in Undergraduate Academic Performance and Academic Standing, 1998 to 2002

**Figure 5**  
**Asian**

	1998	1999	2000	2001	2002
GPA	2.78	2.83	2.88	2.89	2.84
GPA Equality Index	97%	99%	100%	100%	99%
Good standing	84%	90%	89%	89%	86%
Good standing Equality Index	94%	100%	100%	99%	96%

	Change			Change		
	2001	2002	Percent	1998	2002	Percent
GPA	2.89	2.84	-1.7%	2.78	2.84	2.2%
Good	89%	86%	-3.4%	84%	86%	2.4%

# **Trends in Second Year Persistence of Entering Freshmen, 1997 to 2001**

**Figure 6**

Total									
		1997	1998	1999	2000	2001			
		68%	69%	65%	65%	71%			
Year 2									

		Change				Change			
2000	2001	Number	Percent	1997	2001	Number	Percent	1997	2001
65%	71%	6%	9.2%	68%	71%	3%	4.4%	68%	71%
Year 2				Year 2				Year 2	

**Figure 6a**

White									
		1997	1998	1999	2000	2001			
		69%	72%	69%	68%	72%			
Year 2									
							Change		
							Change		
		Change		Change		Change		Change	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
2000	2001	2001	2001	1997	2001	2001	2001	2001	2001
68%	72%	4%	5.9%	69%	72%	72%	72%	3%	4.3%
Year 2		Year 2		Year 2		Year 2		Year 2	



# Trends in Second Year Persistence of Entering Freshmen, 1997 to 2001

**Figure 7**

Minority							
		1997	1998	1999	2000	2001	
Year 2		65%	62%	59%	61%	69%	
Year 2 Equality Index		94%	86%	86%	90%	96%	
		Change		Change			
2000	2001	Number	Percent	1997	2001	Number	Percent
61%	69%	8%	13.1%	65%	69%	4%	6.2%
Year 2		Year 2					

**Figure 7a**

Black							
		1997	1998	1999	2000	2001	
Year 2		64%	60%	61%	61%	69%	
Year 2 Equality Index		93%	83%	88%	90%	96%	
		Change		Change			
2000	2001	Number	Percent	1997	2001	Number	Percent
61%	69%	8%	13.1%	64%	69%	5%	7.8%
Year 2				Year 2			

# Trends in Second Year Persistence of Entering Freshmen, 1997 to 2001

Figure 8

## Hispanic

	1997	1998	1999	2000	2001
Year 2	67%	69%	52%	57%	66%
Year 2 Equality Index	97%	96%	75%	84%	92%

Year 2	Change		1997	2001	Change	
	2000	2001			Number	Percent
Year 2	57%	66%	67%	66%	-1%	-1.9%
			Year 2			

Figure 8a

## Native American

	1997	1998	1999	2000	2001
Year 2	67%	42%	33%	40%	78%
Year 2 Equality Index	97%	58%	48%	59%	108%

Year 2	Change		1997	2001	Change	
	2000	2001			Number	Percent
Year 2	40%	78%	67%	78%	11%	16.4%
			Year 2			

**Trends in Second Year Persistence  
of Entering Freshmen, 1997 to 2001**

**Figure 9**  
**Asian**

		1997	1998	1999	2000	2001
Year 2		68%	68%	58%	65%	72%
Year 2 Equality Index		98%	94%	83%	96%	100%

		Change		Change	
		2000	2001	1997	2001
Year 2	65%	72%	7%	68%	4%
			10.1%	72%	6.3%

# **Trends in Second Year Persistence of Entering Freshmen, 1997 to 2001**

**Figure 10**

## **Female**

	1997	1998	1999	2000	2001
<b>Year 2</b>	72%	73%	70%	70%	75%
<b>Year 2 Equality Index</b>	104%	102%	102%	103%	104%

	Change			Change		
	2000	2001	Percent	1997	2001	Percent
<b>Year 2</b>	70%	75%	7.5%	72%	75%	4.4%
				<b>Year 2</b>	<b>Number</b>	<b>Percent</b>
					3%	4.4%



# Trends in Enrollment, 1998 to 2002

Figure 11

Total									
	1998	1999	2000	2001	2002				
Undergrad.	17940	17829	17788	16802	16863				
Graduate	3581	3762	4038	4093	4300				
Professional	731	732	726	703	710				
Total	22552	22323	22552	21598	21873				
						Enrollment			
						2001	2002	1998	2002
Undergrad	16802	16863	61	0.4%	17940	16863	1077	17940	16863
Graduate	4093	4300	207	5.1%	3581	4300	719	3581	4300
Professional	703	710	7	1.0%	731	710	-21	731	710
Total	21598	21873	275	1.3%	22252	21873	-379	22252	21873
						Change			
						Number	Percent	Number	Percent
Undergrad	16802	16863	61	0.4%	17940	16863	-1077	17940	-6.0%
Graduate	4093	4300	207	5.1%	3581	4300	719	3581	20.1%
Professional	703	710	7	1.0%	731	710	-21	731	-2.9%
Total	21598	21873	275	1.3%	22252	21873	-379	22252	-1.7%

Figure 11a

Minority									
	1998	1999	2000	2001	2002				
Undergrad.	3581	3401	3340	3042	2968				
Graduate	414	464	496	510	532				
Professional	156	129	127	123	131				
Total	4151	3994	3963	3675	3631				
						Enrollment			
						2001	2002	1998	2002
Undergrad	3042	2968	-74	-2.4%	3581	2968	-613	3581	-17.1%
Graduate	510	532	22	4.3%	414	532	118	414	28.5%
Professional	123	131	8	6.5%	156	131	-25	156	-16.0%
Total	3675	3631	-44	-1.2%	4151	3631	-520	4151	-12.5%
						Change			
						Number	Percent	Number	Percent
Undergrad	3042	2968	-74	-2.4%	3581	2968	-613	3581	-17.1%
Graduate	510	532	22	4.3%	414	532	118	414	28.5%
Professional	123	131	8	6.5%	156	131	-25	156	-16.0%
Total	3675	3631	-44	-1.2%	4151	3631	-520	4151	-12.5%

# Trends in Enrollment, 1998 to 2002

Figure 12  
Black

	1998	1999	2000	2001	2002
Undergrad. Number	2746	2545	2502	2248	2174
Percentage	15.31%	14.27%	14.07%	13.38%	12.89%
Graduate Number	290	326	357	365	389
Percentage	8.10%	8.67%	8.84%	8.92%	9.05%
Professional Number	83	60	65	62	70
Percentage	11.35%	8.20%	8.95%	8.82%	9.86%
Total Number	3119	2931	2924	2675	2633
Percentage	14.02%	13.13%	12.97%	12.39%	12.04%

	Enrollment		Change		Enrollment		Change	
	2001	2002	Number	Percent	1998	2002	Number	Percent
Undergrad	2248	2174	-74	-3.3%	2746	2174	-572	-20.8%
Graduate	365	389	24	6.6%	290	389	99	34.1%
Professional	62	70	8	12.9%	83	70	-13	-15.7%
Total	2675	2633	-42	-1.6%	3119	2633	-486	-15.6%

Figure 12a  
Hispanic

	1998	1999	2000	2001	2002
Undergrad. Number	453	509	516	502	491
Percentage	2.53%	2.85%	2.90%	2.99%	2.91%
Graduate Number	47	52	59	67	76
Percentage	1.31%	1.38%	1.46%	1.64%	1.77%
Professional Number	25	24	23	17	16
Percentage	3.42%	3.28%	3.17%	2.42%	2.25%
Total Number	525	585	598	586	583
Percentage	2.36%	2.62%	2.65%	2.71%	2.67%

	Enrollment		Change		Enrollment		Change	
	2001	2002	Number	Percent	1998	2002	Number	Percent
Undergrad	502	491	-11	-2.2%	453	491	38	8.4%
Graduate	67	76	9	13.4%	47	76	29	61.7%
Professional	17	16	-1	-5.9%	25	16	-9	-36.0%
Total	586	583	-3	-0.5%	525	583	58	11.0%

# Trends in Enrollment, 1998 to 2002

Figure 13  
Native American

	1998	1999	2000	2001	2002
Undergrad.					
Number	87	78	60	47	61
Percentage	0.48%	0.44%	0.34%	0.28%	0.36%
Graduate					
Number	15	17	21	23	19
Percentage	0.42%	0.45%	0.52%	0.56%	0.44%
Professional					
Number	5	3	5	4	3
Percentage	0.68%	0.41%	0.69%	0.57%	0.42%
Total					
Number	107	98	86	74	83
Percentage	0.48%	0.44%	0.38%	0.34%	0.38%

	Enrollment		Change			Enrollment		Change	
	2001	2002	Number	Percent		1998	2002	Number	Percent
Undergrad	47	61	14	29.8%	Undergrad	87	61	-26	-29.9%
Graduate	23	19	-4	-17.4%	Graduate	15	19	4	26.7%
Professional	4	3	-1	-25.0%	Professional	5	3	-2	-40.0%
Total	74	83	9	12.2%	Total	107	83	-24	-22.4%

Figure 13a  
Asian

	1998	1999	2000	2001	2002
Undergrad.					
Number	295	269	262	245	242
Percentage	1.64%	1.51%	1.47%	1.46%	1.44%
Graduate					
Number	62	69	59	55	48
Percentage	1.73%	1.83%	1.46%	1.34%	1.12%
Professional					
Number	43	42	34	40	42
Percentage	5.88%	5.74%	4.68%	5.69%	5.92%
Total					
Number	400	380	355	340	332
Percentage	1.80%	1.70%	1.57%	1.57%	1.52%

	Enrollment		Change		Enrollment		Change		
	2001	2002	Number	Percent	1998	2002	Number	Percent	
Undergrad	245	242	-3	-1.2%	Undergrad	295	242	-53	-18.0%
Graduate	55	48	-7	-12.7%	Graduate	62	48	-14	-22.6%
Professional	40	42	2	5.0%	Professional	43	42	-1	-2.3%
Total	340	332	-8	-2.4%	Total	400	332	-68	-17.0%

# Trends in Enrollment, 1998 to 2002

Figure 14

Female

	1998		1999		2000		2001		2002	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Undergrad.	7712	42.99%	7648	42.90%	7574	42.58%	7312	43.52%	7367	43.69%
Graduate	1877	52.42%	1980	52.63%	2144	53.10%	2176	53.16%	2309	53.70%
Professional	308	42.13%	296	40.44%	320	44.08%	335	47.65%	327	46.06%
Total	9897	44.48%	9924	44.46%	10038	44.51%	9823	45.48%	10003	45.73%

	Enrollment		Change		Percent		Enrollment		Change		Percent	
	2001	2002	Number	Percent	2001	2002	1998	2002	Number	Percent	1998	2002
Undergrad	7312	7367	55	0.8%	Undergrad	7712	7367	-345	-4.5%	Undergrad	7712	7367
Graduate	2176	2309	133	6.1%	Graduate	1877	2309	432	23.0%	Graduate	1877	2309
Professional	335	327	-8	-2.4%	Professional	308	327	19	6.2%	Professional	308	327
Total	9823	10003	180	1.8%	Total	9897	10003	106	1.1%	Total	9897	10003

Figure 14a

Disabled

	1998		1999		2000		2001		2002	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Undergrad.	787	4.39%	688	3.86%	632	3.55%	551	3.28%	480	2.85%
Graduate	115	3.21%	122	3.24%	124	3.07%	122	2.98%	122	2.84%
Professional	14	1.92%	7	0.96%	5	0.69%	4	0.57%	4	0.56%
Total	916	4.12%	817	3.66%	761	3.37%	677	3.13%	606	2.77%

	Enrollment		Change		Percent		Enrollment		Change		Percent	
	2001	2002	Number	Percent	2001	2002	1998	2002	Number	Percent	1998	2002
Undergrad	551	480	-71	-12.9%	Undergrad	787	480	-307	-39.0%	Undergrad	787	480
Graduate	122	122	0	0.0%	Graduate	115	122	7	6.1%	Graduate	115	122
Professional	4	4	0	0.0%	Professional	14	4	-10	-71.4%	Professional	14	4
Total	677	606	-71	-10.5%	Total	916	606	-310	-33.8%	Total	916	606

# Trends in Entering Freshmen and New Transfer Enrollment, 1998 to 2002

Figure 15

Total									
		1998	1999	2000	2001	2002			
Freshmen		2513	2417	2281	2128	2341			
Transfers		1975	2047	1978	1763	1784			
Freshmen Transfer	Enrollment	Change		Enrollment			Change		Percent
	2001	2002	Number	Percent	1998	2002	Number		
	2128	2341	213	10.0%	2513	2341	-172		-6.8%
	1763	1784	21	1.2%	1975	1784	-191		-9.7%

Figure 15a

Minority									
		1998	1999	2000	2001	2002			
Freshmen		611	509	590	446	592			
	Percentage	24.31%	21.06%	25.87%	20.96%	25.29%			
Transfers		257	213	207	193	187			
	Percentage	13.01%	10.41%	10.47%	10.95%	10.48%			
Freshmen Transfer	Enrollment	Change		Enrollment			Change		Percent
	2001	2002	Number	Percent	1998	2002	Number		
	446	592	146	32.7%	611	592	-19		-3.1%
	193	187	-6	-3.1%	257	187	-70		-27.2%



# Trends in Entering Freshmen and New Transfer Enrollment, 1998 to 2002

**Figure 16**  
**Black**

	1998	1999	2000	2001	2002
Freshmen	467	406	462	323	461
Percentage	18.58%	16.80%	20.25%	15.18%	19.69%
Transfers	188	137	146	122	133
Percentage	9.52%	6.69%	7.38%	6.92%	7.46%

	Enrollment		Change		Enrollment		Change	
	2001	2002	Number	Percent	1998	2002	Number	Percent
Freshmen	323	461	138	42.7%	467	461	-6	-1.3%
Transfer	122	133	11	9.0%	188	133	-55	-29.3%

**Figure 16a**  
**Hispanic**

	1998	1999	2000	2001	2002
Freshmen	83	66	78	76	86
Percentage	3.30%	2.73%	3.42%	3.57%	3.67%
Transfers	28	44	41	42	31
Percentage	1.42%	2.15%	2.07%	2.38%	1.74%

	Enrollment		Change		Enrollment		Change	
	2001	2002	Number	Percent	1998	2002	Number	Percent
Freshmen	76	86	10	13.2%	83	86	3	3.6%
Transfer	42	31	-11	-26.2%	28	31	3	10.7%

# Trends in Entering Freshmen and New Transfer Enrollment, 1998 to 2002

Figure 17

Native American											
		1998		1999		2000		2001		2002	
Freshmen	Number	12		6		6		9		10	
	Percentage	0.48%		0.25%		0.26%		0.42%		0.43%	
Transfers	Number	8		6		5		6		6	
	Percentage	0.41%		0.29%		0.25%		0.34%		0.34%	

Freshmen Transfer	Enrollment		Change		Percent		Enrollment		Change		
	2001	2002	Number		Number		1998	2002	Number	Percent	
	9	10	1		11.1%		Freshmen	12	10	-2	-16.7%
	6	6	0		0.0%		Transfer	8	6	-2	-25.0%

Figure 17a

Asian											
		1998		1999		2000		2001		2002	
Freshmen	Number	49		31		44		38		35	
	Percentage	1.95%		1.28%		1.93%		1.79%		1.50%	
Transfers	Number	33		26		15		23		17	
	Percentage	1.67%		1.27%		0.76%		1.30%		0.95%	

	Enrollment		Change		Percent		Enrollment		Change		
	2001	2002	Number				1998	2002	Number	Percent	
Freshmen	38	35	-3		-7.9%		Freshmen	49	35	-14	-28.6%
Transfer	23	17	-6		-26.1%		Transfer	33	17	-16	-48.5%

# Trends in Entering Freshmen and New Transfer Enrollment, 1998 to 2002

Figure 18

Female

	1998		1999		2000		2001		2002	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Freshmen	1090	43.37%	1063	43.98%	1000	43.84%	956	44.92%	1013	43.27%
Transfers	909	46.03%	932	45.53%	887	44.84%	804	45.60%	859	48.15%

	Enrollment		Change		Percent		Enrollment		Change		Percent	
	2001	2002	Number	Number	2001	2002	1998	2002	Number	Number	1998	2002
Freshmen	956	1013	57	57	6.0%	6.0%	1090	1013	-77	-77	-7.1%	-7.1%
Transfer	804	859	55	55	6.8%	6.8%	909	859	-50	-50	-5.5%	-5.5%

# Trends in Hires, 1998 to 2002

Figure 19

Total						
	1998	1999	2000	2001	2002	
Tenure Track	89	71	74	71	47	
Non-Tenure Track	288	260	264	281	185	
Total Faculty	377	331	338	352	232	
Total Hires	928	884	940	938	604	

	Hires		Change Number	Hires		Change Number	Percent
	2001	2002		1998	2002		
Tenure Track	71	47	-24	89	47	-42	-47.2%
Non-Tenure Track	281	185	-96	288	185	-103	-35.8%
Total Faculty	352	232	-120	377	232	-145	-38.5%
Total Hires	938	604	-334	928	604	-324	-34.9%

Figure 19a

Minority										
	1998	1999	2000	2001	2002					
Tenure Track	10	16	15	16	13					
	Percentage	11.24%	22.54%	20.27%	27.66%					
Non-Tenure Track	32	44	40	53	25					
	Percentage	11.11%	16.92%	15.15%	18.86%					
Total Faculty	42	60	55	69	38					
	Percentage	11.14%	18.13%	16.27%	16.38%					
Total Hires	93	132	132	149	92					
	Percentage	10.02%	14.93%	14.04%	15.23%					

	Hires		Change Number	Hires		Change Number	Percent
	2001	2002		1998	2002		
Tenure Track	16	13	-3	10	13	3	30.0%
Non-Tenure Track	53	25	-28	32	25	-7	-21.9%
Total Faculty	69	38	-31	42	38	-4	-9.5%
Total Hires	149	92	-57	93	92	-1	-1.1%

# Trends in Hires, 1998 to 2002

Figure 20  
Black

		1998		1999		2000		2001		2002	
Tenure Track	Number	3		4		3		7		4	
	Percentage	3.37%		5.63%		4.05%		9.86%		8.51%	
Non-Tenure Track	Number	6		16		13		21		11	
	Percentage	2.08%		6.15%		4.92%		7.47%		5.95%	
Total Faculty	Number	9		20		16		28		15	
	Percentage	2.39%		6.04%		4.73%		7.95%		6.47%	
Total Hires	Number	35		62		57		70		44	
	Percentage	3.77%		7.01%		6.06%		7.46%		7.28%	

		Hires		Change		Hires		Change	
Tenure Track	2001	7	4	-3	-42.9%	Tenure Track	1998	3	4
Non-Tenure Track	21	11	-10	-47.6%	Non-Tenure Track	6	11	5	83.3%
Total Faculty	28	15	-13	-46.4%	Total Faculty	9	15	6	66.7%
Total Hires	70	44	-26	-37.1%	Total Hires	35	44	9	25.7%

Figure 20a  
Hispanic

		1998		1999		2000		2001		2002	
Tenure Track	Number	0		2		0		3		2	
	Percentage	0.00%		2.82%		0.00%		4.23%		4.26%	
Non-Tenure Track	Number	9		6		3		5		2	
	Percentage	3.13%		2.31%		1.14%		1.78%		1.08%	
Total Faculty	Number	9		8		3		8		4	
	Percentage	2.39%		2.42%		0.89%		2.27%		1.72%	
Total Hires	Number	19		12		9		16		8	
	Percentage	2.05%		1.36%		0.96%		1.71%		1.32%	

		Hires		Change		Hires		Change	
Tenure Track	2001	3	2	-1	-33.3%	Tenure Track	1998	0	2
Non-Tenure Track	5	2	-3	-60.0%	Non-Tenure Track	9	2	-7	-77.8%
Total Faculty	8	4	-4	-50.0%	Total Faculty	9	4	-5	-55.6%
Total Hires	16	8	-8	-50.0%	Total Hires	19	8	-11	-57.9%



# Trends in Hires, 1998 to 2002

Figure 21

## Native American

	1998	1999	2000	2001	2002
Tenure Track	0	0	0	0	0
Non-Tenure Track	1	1	0	1	1
Total Faculty	1	1	0	1	1
Total Hires	2	6	1	3	2

	Hires	Change	Percent	Hires	Change	Percent
Tenure Track	0	0	#DIV/0!	0	0	#DIV/0!
Non-Tenure Track	1	0	0.0%	1	0	0.0%
Total Faculty	1	0	0.0%	1	0	0.0%
Total Hires	3	-1	-33.3%	3	-1	-33.3%

Figure 21a

## Asian

	1998	1999	2000	2001	2002
Tenure Track	7	10	12	6	7
Non-Tenure Track	16	21	24	26	11
Total Faculty	23	31	36	32	18
Total Hires	37	52	65	60	38

	Hires	Change	Percent	Hires	Change	Percent
Tenure Track	6	1	16.7%	6	1	16.7%
Non-Tenure Track	26	-15	-57.7%	26	-15	-57.7%
Total Faculty	32	-14	-43.8%	32	-14	-43.8%
Total Hires	60	-22	-36.7%	60	-22	-36.7%

# Trends in Hires, 1998 to 2002

Figure 22

Female

	1998	1999	2000	2001	2002
<b>Tenure Track</b>					
Number	32	20	25	25	12
Percentage	35.96%	28.17%	33.78%	35.21%	25.53%
<b>Non-Tenure Track</b>					
Number	131	106	119	118	79
Percentage	45.49%	40.77%	45.08%	41.99%	42.70%
<b>Total Faculty</b>					
Number	163	126	144	143	91
Percentage	43.24%	38.07%	42.60%	40.63%	39.22%
<b>Total Hires</b>					
Number	476	454	498	493	296
Percentage	51.29%	51.36%	52.98%	52.56%	49.01%

	Hires			Change			Hires			Change		
	1998	2002		Number	Percent		2001	2002		Number	Percent	
<b>Tenure Track</b>	32	12		-20	-62.5%		25	12		-13	-52.0%	
<b>Non-Tenure Track</b>	131	79		-52	-39.7%		118	79		-39	-33.1%	
<b>Total Faculty</b>	163	91		-72	-44.2%		143	91		-52	-36.4%	
<b>Total Hires</b>	476	296		-180	-37.8%		493	296		-197	-40.0%	

# Trends in Hires, 1998 to 2002

Figure 23

Total						
	1998	1998	2000	2001	2002	
Administrative	19	48	42	34	36	
Professional	145	194	183	173	116	
Civil Servant	387	311	377	379	220	
Total Faculty	377	331	338	352	232	
Total Hires	928	884	940	938	604	

	Hires	Change	Hires	Change	Hires	Percent
	2001	2002	Number	Percent	1998	2002
Administrative	34	36	2	5.9%	19	36
Professional	173	116	-57	-32.9%	145	116
Civil Servant	379	220	-159	-42.0%	387	220
Total Faculty	352	232	-120	-34.1%	377	232
Total Hires	938	604	-334	-35.6%	928	604

Figure 23a

Minority										
	1998	1999	2000	2001	2002					
Administrative	1	5	5	4	2					
	Percentage	5.26%	10.42%	11.90%	11.76%					5.56%
Professional	22	41	40	34	28					
	Percentage	15.17%	21.13%	21.86%	19.65%					24.14%
Civil Servant	28	26	32	42	24					
	Percentage	7.24%	8.36%	8.49%	11.08%					10.91%
Total Faculty	42	60	55	69	38					
	Percentage	11.14%	18.13%	16.27%	19.60%					16.38%
Total Hires	93	132	132	149	92					
	Percentage	10.02%	14.93%	14.04%	15.88%					15.23%

	Hires	Change	Hires	Change	Hires	Percent
	2001	2002	Number	Percent	1998	2002
Administrative	4	2	-2	-50.0%	1	2
Professional	34	28	-6	-17.6%	22	28
Civil Servant	42	24	-18	-42.9%	28	24
Total Faculty	69	38	-31	-44.9%	42	38
Total Hires	149	92	-57	-38.3%	93	92

# Trends in Hires, 1998 to 2002

Figure 24

Black

	1998	1999	2000	2001	2002
Administrative	0	2	4	1	1
Professional	8	18	13	13	9
Civil Servant	18	22	24	28	19
Total Faculty	9	20	16	28	15
Total Hires	35	62	57	70	44
Change					
Number	0	2	4	1	1
Percentage	0.00%	4.17%	9.52%	2.94%	2.78%
Change					
Number	8	18	13	13	9
Percentage	5.52%	9.28%	7.10%	7.51%	7.76%
Change					
Number	18	22	24	28	19
Percentage	4.65%	7.07%	6.37%	7.39%	8.64%
Change					
Number	9	20	16	28	15
Percentage	2.39%	6.04%	4.73%	7.95%	6.47%
Change					
Number	35	62	57	70	44
Percentage	3.77%	7.01%	6.06%	7.46%	7.28%

	Hires	Change	Hires	Change
	2001	2002	1998	2002
Administrative	1	1	0	1
Professional	13	9	8	9
Civil Servant	28	19	18	19
Total Faculty	28	15	9	15
Total Hires	70	44	35	44
Change				
Number	0	0	1	1
Percentage	0.0%	-30.8%	2.88%	2.27%
Change				
Number	-9	-9	18	19
Percentage	-32.1%	-32.1%	51.4%	43.2%
Change				
Number	-13	-13	9	15
Percentage	-37.1%	-37.1%	25.7%	33.3%
Change				
Number	-26	-26	35	44
Percentage	-37.1%	-37.1%	50.0%	63.6%

Figure 24a

Hispanic

	1998	1999	2000	2001	2002
Administrative	0	1	0	0	0
Professional	4	1	4	3	2
Civil Servant	6	2	2	5	2
Total Faculty	9	8	3	8	4
Total Hires	19	12	9	16	8
Change					
Number	0	1	0	0	0
Percentage	0.00%	2.08%	0.00%	0.00%	0.00%
Change					
Number	4	1	4	3	2
Percentage	2.76%	0.52%	2.19%	1.73%	1.72%
Change					
Number	6	2	2	5	2
Percentage	1.55%	0.64%	0.53%	1.32%	0.91%
Change					
Number	9	8	3	8	4
Percentage	2.39%	2.42%	0.89%	2.27%	1.72%
Change					
Number	19	12	9	16	8
Percentage	2.05%	1.36%	0.96%	1.71%	1.32%

	Hires	Change	Hires	Change
	2001	2002	1998	2002
Administrative	0	0	0	0
Professional	3	2	4	2
Civil Servant	5	2	6	2
Total Faculty	8	4	9	4
Total Hires	16	8	19	8
Change				
Number	0	0	0	0
Percentage	0.0%	-33.3%	0.0%	-100.0%
Change				
Number	-1	-3	6	2
Percentage	-33.3%	-60.0%	31.6%	10.0%
Change				
Number	-4	-4	9	4
Percentage	-25.0%	-50.0%	47.4%	50.0%
Change				
Number	-8	-8	19	8
Percentage	-50.0%	-50.0%	52.6%	20.0%

# Trends in Hires, 1998 to 2002

Figure 25  
Native American

	1998	1999	2000	2001	2002
Administrative	Number 0	0	0	0	0
	Percentage 0.00%	0.00%	0.00%	0.00%	0.00%
Professional	Number 0	3	0	0	1
	Percentage 0.00%	1.55%	0.00%	0.00%	0.86%
Civil Servant	Number 1	2	1	2	0
	Percentage 0.26%	0.64%	0.27%	0.53%	0.00%
Total Faculty	Number 1	1	0	1	1
	Percentage 0.27%	0.30%	0.00%	0.28%	0.43%
Total Hires	Number 2	6	1	3	2
	Percentage 0.22%	0.68%	0.11%	0.32%	0.33%

	Hires 2001	2002	Change Number	Percent #DIV/0!	Hires 1998	2002	Change Number	Percent #DIV/0!
Administrative	0	0	0		Administrative	0	0	
Professional	0	1	1		Professional	0	1	100.0%
Civil Servant	2	0	-2	-100.0%	Civil Servant	1	0	-1 #DIV/0!
Total Faculty	1	1	0	0.0%	Total Faculty	1	1	0 0.0%
Total Hires	3	2	-1	-33.3%	Total Hires	2	2	0 0.0%

Figure 25a  
Asian

	1998	1999	2000	2001	2002
Administrative	Number 1	2	1	3	1
	Percentage 5.26%	4.17%	2.38%	8.82%	2.78%
Professional	Number 10	19	23	18	16
	Percentage 6.90%	9.79%	12.57%	10.40%	13.79%
Civil Servant	Number 3	0	5	7	3
	Percentage 0.78%	0.00%	1.33%	1.85%	1.36%
Total Faculty	Number 23	31	36	32	18
	Percentage 6.10%	9.37%	10.65%	9.09%	7.76%
Total Hires	Number 37	52	65	60	38
	Percentage 3.99%	5.88%	6.91%	6.40%	6.29%

	Hires 2001	2002	Change Number	Percent #DIV/0!	Hires 1998	2002	Change Number	Percent #DIV/0!
Administrative	3	1	-2	-66.7%	Administrative	1	1	0 0.0%
Professional	18	16	-2	-11.1%	Professional	10	16	6 37.5%
Civil Servant	7	3	-4	-57.1%	Civil Servant	3	3	0 0.0%
Total Faculty	32	18	-14	-43.8%	Total Faculty	23	18	-5 -27.8%
Total Hires	60	38	-22	-36.7%	Total Hires	37	38	1 2.6%



# Trends in Hires, 1998 to 2002

Figure 26

Female

	1998	1999	2000	2001	2002
Administrative	5	11	16	10	12
Percentage	26.32%	22.92%	38.10%	29.41%	33.33%
Professional	66	116	91	85	57
Percentage	45.52%	59.79%	49.73%	49.13%	49.14%
Civil Servant	242	201	247	255	136
Percentage	62.53%	64.63%	65.52%	67.28%	61.82%
Total Faculty	163	126	144	143	91
Percentage	43.24%	38.07%	42.60%	40.63%	39.22%
Total Hires	476	454	498	493	296
Percentage	51.29%	51.36%	52.98%	52.56%	49.01%

	Hires		Change		Hires		Change	
	2001	2002	Number	Percent	1998	2002	Number	Percent
Administrative	10	12	2	20.0%	5	12	7	58.3%
Professional	85	57	-28	-32.9%	66	57	-9	-15.8%
Civil Servant	255	136	-119	-46.7%	242	136	-106	-77.9%
Total Faculty	143	91	-52	-36.4%	163	91	-72	-79.1%
Total Hires	493	296	-197	-40.0%	476	296	-180	-60.8%

# Trends in Employment, 1998 to 2002

Figure 27

Total									
	1998	1999	2000	2001	2002				
Administrative	236	231	230	259	262				
Professional	537	604	617	664	639				
Civil Servant	2501	2476	2492	2514	2461				
Total Faculty	1317	1338	1329	1371	1306				
Total Employment	4591	4649	4668	4808	4668				

	Employment		Change		Percent		Employment		Change	
	2001	2002	Number		Percent		1998	2002	Number	Percent
Administrative	259	262	3		1.2%		236	262	26	11.0%
Professional	664	639	-25		-3.8%		537	639	102	19.0%
Civil Servant	2514	2461	-53		-2.1%		2501	2461	-40	-1.6%
Total Faculty	1371	1306	-65		-4.7%		1317	1306	-11	-0.8%
Total Employment	4808	4668	-140		-2.9%		4591	4668	77	1.7%

Figure 27a

Minority																									
	1998					1999					2000					2001					2002				
Administrative	Number		20			22			21			24			23										
	Percentage		8.47%			9.52%			9.13%			9.27%			8.78%										
Professional	Number		62			70			84			81			77										
	Percentage		11.55%			11.59%			13.61%			12.20%			12.05%										
Civil Servant	Number		214			216			213			216			199										
	Percentage		8.56%			8.72%			8.55%			8.59%			8.09%										
Total Faculty	Number		139			153			159			185			166										
	Percentage		10.55%			11.43%			11.96%			13.49%			12.71%										
Total Employment	Number		435			461			477			506			465										
	Percentage		9.48%			9.92%			10.22%			10.52%			9.96%										

	Employment			Change			Percent			Employment			Change		
	2001	2002		Number			Percent			1998	2002		Number	Percent	
Administrative	24	23		-1		-4.2%				20	23		3	15.0%	
	81	77		-4		-4.9%			Administrative	62	77		15	24.2%	
Professional	216	199		-17		-7.9%			Professional	214	199		-15	-7.0%	
	185	166		-19		-10.3%			Civil Servant	139	166		27	19.4%	
Total Faculty	506	465		-41		-8.1%			Total Faculty	435	465		30	6.9%	
									Total Employment						

# Trends in Employment, 1998 to 2002

Figure 28  
Black

		1998	1999	2000	2001	2002
Administrative	Number	12	13	13	14	12
	Percentage	5.08%	5.63%	5.65%	5.41%	4.58%
Professional	Number	39	41	48	45	42
	Percentage	7.26%	6.79%	7.78%	6.78%	6.57%
Civil Servant	Number	166	172	174	174	157
	Percentage	6.64%	6.95%	6.98%	6.92%	6.38%
Total Faculty	Number	42	47	45	60	58
	Percentage	3.19%	3.51%	3.39%	4.38%	4.44%
Total Employment	Number	259	273	280	293	269
	Percentage	5.64%	5.87%	6.00%	6.09%	5.76%

	Employment		Change	Percent	Employment		Change	Percent
	2001	2002			1998	2002		
Administrative	14	12	-2	-14.3%	Administrative	12	12	0.0%
Professional	45	42	-3	-6.7%	Professional	39	42	3.7%
Civil Servant	174	157	-17	-9.8%	Civil Servant	166	157	-5.4%
Total Faculty	60	58	-2	-3.3%	Total Faculty	42	58	38.1%
Total Employment	293	269	-24	-8.2%	Total Employment	259	269	3.9%

Figure 28a  
Hispanic

		1998	1999	2000	2001	2002
Administrative	Number	1	3	3	3	3
	Percentage	0.42%	1.30%	1.30%	1.16%	1.15%
Professional	Number	5	9	12	14	15
	Percentage	0.93%	1.49%	1.94%	2.11%	2.35%
Civil Servant	Number	20	16	15	18	19
	Percentage	0.80%	0.65%	0.60%	0.72%	0.77%
Total Faculty	Number	18	19	20	25	19
	Percentage	1.37%	1.42%	1.50%	1.82%	1.45%
Total Employment	Number	44	47	50	60	56
	Percentage	0.96%	1.01%	1.07%	1.25%	1.20%

	Employment		Change	Percent	Employment		Change	Percent
	2001	2002			1998	2002		
Administrative	3	3	0	0.0%	Administrative	1	3	200.0%
Professional	14	15	1	7.1%	Professional	5	15	200.0%
Civil Servant	18	19	1	5.6%	Civil Servant	20	19	-5.0%
Total Faculty	25	19	-6	-24.0%	Total Faculty	18	19	5.6%
Total Employment	60	56	-4	-6.7%	Total Employment	44	56	27.3%

# Trends in Employment, 1998 to 2002

Figure 29  
Native American

		1998	1999	2000	2001	2002
Administrative	Number	0	0	0	0	0
	Percentage	0.00%	0.00%	0.00%	0.00%	0.00%
Professional	Number	3	3	4	4	4
	Percentage	0.56%	0.50%	0.65%	0.60%	0.63%
Civil Servant	Number	8	10	8	7	4
	Percentage	0.32%	0.40%	0.32%	0.28%	0.16%
Total Faculty	Number	3	3	3	4	4
	Percentage	0.23%	0.22%	0.23%	0.29%	0.31%
Total Employment	Number	14	16	15	15	12
	Percentage	0.30%	0.34%	0.32%	0.31%	0.26%

	Employment		Change		Employment		Change	
	2001	2002	Number	Percent	1998	2002	Number	Percent
Administrative	0	0	0	#DIV/0!	Administrative	0	0	0
Professional	4	4	0	0.0%	Professional	3	4	1
Civil Servant	7	4	-3	-42.9%	Civil Servant	8	4	-4
Total Faculty	4	4	0	0.0%	Total Faculty	3	4	1
Total Employment	15	12	-3	-20.0%	Total Employment	14	12	-2

Figure 29a  
Asian

		1998	1999	2000	2001	2002
Administrative	Number	7	6	5	7	8
	Percentage	2.97%	2.60%	2.17%	2.70%	3.05%
Professional	Number	15	17	20	18	16
	Percentage	2.79%	2.81%	3.24%	2.71%	2.50%
Civil Servant	Number	20	18	16	17	19
	Percentage	0.80%	0.73%	0.64%	0.68%	0.77%
Total Faculty	Number	76	84	91	96	85
	Percentage	5.77%	6.28%	6.85%	7.00%	6.51%
Total Employment	Number	118	125	132	138	128
	Percentage	2.57%	2.69%	2.83%	2.87%	2.74%

	Employment		Change		Employment		Change	
	2001	2002	Number	Percent	1998	2002	Number	Percent
Administrative	7	8	1	14.3%	Administrative	7	8	1
Professional	18	16	-2	-11.1%	Professional	15	16	1
Civil Servant	17	19	2	11.8%	Civil Servant	20	19	-1
Total Faculty	96	85	-11	-11.5%	Total Faculty	76	85	9
Total Employment	138	128	-10	-7.2%	Total Employment	118	128	10

# Trends in Employment, 1998 to 2002

Figure 30  
Female

	1998	1999	2000	2001	2002
<b>Administrative</b>					
Number	88	67	69	92	96
Percentage	28.1%	29.00%	30.00%	35.52%	36.64%
<b>Professional</b>					
Number	289	341	359	355	346
Percentage	53.82%	56.46%	58.18%	53.46%	54.15%
<b>Civil Servant</b>					
Number	1565	1556	1559	1607	1581
Percentage	62.57%	62.84%	62.56%	63.92%	64.24%
<b>Total Faculty</b>					
Number	511	521	532	555	521
Percentage	38.80%	38.94%	40.03%	40.48%	39.89%
<b>Total Employment</b>					
Number	2433	2487	2519	2609	2544
Percentage	52.98%	53.50%	53.96%	54.26%	54.50%

	Employment		Change		Employment		Change	
	2001	2002	Number	Percent	1998	2002	Number	Percent
<b>Administrative</b>	92	96	4	4.3%	68	96	28	41.2%
<b>Professional</b>	355	346	-9	-2.5%	289	346	57	19.7%
<b>Civil Servant</b>	1607	1581	-26	-1.6%	1565	1581	16	1.0%
<b>Total Faculty</b>	555	521	-34	-6.1%	511	521	10	2.0%
<b>Total Employment</b>	2609	2544	-65	-2.5%	2433	2544	111	4.6%



# Trends in Employment, 1998 to 2002

Figure 31  
Total

	1998	1999	2000	2001	2002
Tenured Faculty	601	582	555	549	526
Tenure Track	231	246	262	278	268
Tenured & Tenure Track	832	828	817	827	794
Other Faculty	485	510	512	544	512
Total Faculty	1317	1338	1329	1371	1306

	Employment		Change Number	Percent	Employment		Change Number	Percent
	2001	2002			1998	2002		
Tenured Faculty	549	526	-23	-4.2%	601	526	-75	-12.5%
Tenure Track	278	268	-10	-3.6%	231	268	37	16.0%
Tenured & Tenure Track	827	794	-33	-4.0%	832	794	-38	-4.6%
Other Faculty	544	512	-32	-5.9%	485	512	27	5.6%
Total Faculty	1371	1306	-65	-4.7%	1317	1306	-11	-0.8%

Figure 31a  
Minority

	1998	1999	2000	2001	2002
Tenured Faculty	75	77	72	71	73
	Percentage	12.48%	13.23%	12.97%	12.93%
Tenure Track	22	25	29	40	34
	Percentage	9.52%	10.16%	11.07%	14.39%
Tenured & Tenure Track	97	102	101	111	107
	Percentage	11.66%	12.32%	12.36%	13.42%
Other Faculty	42	51	58	74	59
	Percentage	8.66%	10.00%	11.33%	13.60%
Total Faculty	139	153	159	185	166
	Percentage	10.55%	11.43%	11.96%	13.49%

	Employment		Change Number	Percent	Employment		Change Number	Percent
	2001	2002			1998	2002		
Tenured Faculty	71	73	2	2.8%	75	73	-2	-2.7%
Tenure Track	40	34	-6	-15.0%	22	34	12	54.5%
Tenured & Tenure Track	111	107	-4	-3.6%	97	107	10	10.3%
Other Faculty	74	59	-15	-20.3%	42	59	17	40.5%
Total Faculty	185	166	-19	-10.3%	139	166	27	19.4%

# Trends in Employment, 1998 to 2002

Figure 32

Black

		1998	1999	2000	2001	2002
Tenured Faculty	Number	13	12	14	14	15
	Percentage	2.16%	2.06%	2.52%	2.55%	2.85%
Tenure Track	Number	9	12	11	15	16
	Percentage	3.90%	4.88%	4.20%	5.40%	5.97%
Tenured & Tenure Track	Number	22	24	25	29	31
	Percentage	2.64%	2.90%	3.06%	3.51%	3.90%
Other Faculty	Number	20	23	20	31	27
	Percentage	4.12%	4.51%	3.91%	5.70%	5.27%
Total Faculty	Number	42	47	45	60	58
	Percentage	3.19%	3.51%	3.39%	4.38%	4.44%

		Employment		Change	Percent	Employment		Change	Percent
		2001	2002			1998	2002		
Tenured Faculty		14	15	1	7.1%	13	15	2	15.4%
Tenure Track		15	16	1	6.7%	9	16	7	77.8%
Tenured & Tenure Track		29	31	2	6.9%	22	31	9	40.9%
Other Faculty		31	27	-4	-12.9%	20	27	7	35.0%
Total Faculty		60	58	-2	-3.3%	42	58	16	38.1%

Figure 32a

Hispanic

		1998	1999	2000	2001	2002
Tenured Faculty	Number	8	9	8	10	9
	Percentage	1.33%	1.55%	1.44%	1.82%	1.71%
Tenure Track	Number	5	4	4	6	5
	Percentage	2.16%	1.63%	1.53%	2.16%	1.87%
Tenured & Tenure Track	Number	13	13	12	16	14
	Percentage	1.56%	1.57%	1.47%	1.93%	1.76%
Other Faculty	Number	5	6	8	9	5
	Percentage	1.03%	1.18%	1.56%	1.65%	0.98%
Total Faculty	Number	18	19	20	25	19
	Percentage	1.37%	1.42%	1.50%	1.82%	1.45%

		Employment		Change	Percent	Employment		Change	Percent
		2001	2002			1998	2002		
Tenured Faculty		10	9	-1	-10.0%	8	9	1	12.5%
Tenure Track		6	5	-1	-16.7%	5	5	0	0.0%
Tenured & Tenure Track		16	14	-2	-12.5%	13	14	1	7.7%
Other Faculty		9	5	-4	-44.4%	5	5	0	0.0%
Total Faculty		25	19	-6	-24.0%	18	19	1	5.6%

# Trends in Employment, 1998 to 2002

Figure 33  
Native American

	1998	1999	2000	2001	2002
Tenured Faculty	2	2	2	2	2
	Percentage	0.33%	0.34%	0.36%	0.38%
Tenure Track	0	0	0	0	0
	Percentage	0.00%	0.00%	0.00%	0.00%
Tenured & Tenure Track	2	2	2	2	2
	Percentage	0.24%	0.24%	0.24%	0.25%
Other Faculty	1	1	1	2	2
	Percentage	0.21%	0.20%	0.37%	0.39%
Total Faculty	3	3	3	4	4
	Percentage	0.23%	0.22%	0.23%	0.31%

	Employment	Change	Employment	Change
	2001	2002	1998	2002
Tenured Faculty	2	2	2	0
Tenure Track	0	0	0	0
Tenured & Tenure Track	2	2	2	0
Other Faculty	2	2	1	1
Total Faculty	4	4	3	1
				33.3%

Figure 33a  
Asian

	1998	1999	2000	2001	2002
Tenured Faculty	52	54	48	45	47
	Percentage	8.65%	9.28%	8.65%	8.94%
Tenure Track	8	9	14	19	13
	Percentage	3.46%	3.66%	5.34%	4.85%
Tenured & Tenure Track	60	63	62	64	60
	Percentage	7.21%	7.61%	7.74%	7.56%
Other Faculty	16	21	29	32	25
	Percentage	3.30%	4.12%	5.66%	4.88%
Total Faculty	76	84	91	96	85
	Percentage	5.77%	6.28%	6.85%	6.51%

	Employment	Change	Employment	Change
	2001	2002	1998	2002
Tenured Faculty	45	47	52	-5
Tenure Track	19	13	8	13
Tenured & Tenure Track	64	60	60	0
Other Faculty	32	25	16	25
Total Faculty	96	85	76	9
				11.8%

# Trends in Employment, 1998 to 2002

Figure 34

Female

	1998	1999	2000	2001	2002
<b>Tenured Faculty</b>	Number	141	141	146	139
	Percentage	23.46%	24.23%	24.68%	26.43%
<b>Tenure Track</b>	Number	95	90	102	96
	Percentage	41.13%	36.59%	35.50%	35.82%
<b>Tenured &amp; Tenure Track</b>	Number	236	231	230	235
	Percentage	28.37%	27.90%	28.15%	29.60%
<b>Other Faculty</b>	Number	275	290	307	286
	Percentage	56.70%	56.86%	58.98%	55.86%
<b>Total Faculty</b>	Number	511	521	555	521
	Percentage	38.80%	38.94%	40.03%	39.89%

	Employment		Change		Employment		Change	
	2001	2002	Number	Percent	1998	2002	Number	Percent
Tenured Faculty	146	139	-7	-4.8%	Tenured Faculty	141	-2	-1.4%
Tenure Track	102	96	-6	-5.9%	Tenure Track	95	1	1.1%
Tenured & Tenure Track	248	235	-13	-5.2%	Tenured & Tenure Track	236	-1	-0.4%
Other Faculty	307	286	-21	-6.8%	Other Faculty	275	11	4.0%
Total Faculty	555	521	-34	-6.1%	Total Faculty	511	10	2.0%







Table 1

**DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING  
UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC UNIVERSITIES\***  
**FISCAL YEARS 2002 AND 2003**

Program	Staff Years Budgeted			Dollars Budgeted**			Change in Dollars Budgeted		
	FY02	FY03		FY02	FY03	Other	State	State	Other
<b>SOUTHERN ILLINOIS UNIVERSITY</b>									
<b>SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE</b>									
<b>Designated Programs</b>									
America Reads FWS***	18.00	18.75		108,000	129,810			21,810	
AmeriCorps/East St. Louis***	47.00	47.00		689,000	791,557			102,557	
Chancellor's Graduate Scholar Awards	0.01	0.01		26,900	0				
Disability Support Services	3.00	3.00		122,900	121,710			(1,190)	
IL Consortium for Educational Opportunity	0.05	0.05		7,300	0			(7,300)	
Latin American Scholarship Program of American University	0.01	0.01		6,400	0			(6,400)	
Minority Engineering Program**	1.00	1.00		39,150	39,150				
Minority Teachers of Illinois Scholarship	0.20	0.20		42,500	27,000			(15,500)	
Organization of Minority Business Students		0.00			3,000			3,000	
Recruitment and Retention Fund									
Engineering and Science Precollege Program***	0.88	0.88		13,800	13,900			100	
Faculty Recruitment and Retention	0.25	0.25		132,800	134,500			1,700	
Johnetta Haley Scholarship	0.25	0.25		359,800	375,900			16,100	
School of Business Minority Scholarship Program		0.00			3,900			3,900	
School of Dental Medicine									
Minority Scholarship Program	0.01	0.01		13,000	13,000				
Students Engaged in Engineering	0.03	0.03		1,700	1,700				
Women's Studies Program	0.55	1.00		22,700	23,690			990	

Table 1

**DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING  
UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC UNIVERSITIES\***  
**FISCAL YEARS 2002 AND 2003**

Program	Staff Years Budgeted			Dollars Budgeted**			Change in Dollars Budgeted	
	FY02	FY03	FY02	FY03	FY02	FY03	State	Other
<b>Other Programs</b>								
Bridging the Digital Divide (Campus Compact)***	0.50	0.50			40,000	20,000		(20,000)
Campus of Learners Project	3.06	3.00	0	16,600	284,500	230,000	16,600	(54,500)
Charter School***	12.33	11.41	120,400	52,500	567,500	595,000	(67,900)	27,500
Child Development Program/East St. Louis	15.66	10.12	14,500	31,500	793,700	404,800	17,000	(388,900)
Competitive Graduate Award	0.05	0.05	127,400	127,400				
Computer Lab/East St. Louis	3.68	3.54	96,400	111,700	33,700		15,300	(33,700)
East St. Louis Center for the Performing Arts***	5.16	4.82	230,500	384,400	47,400	48,400	153,900	1,000
Educational Enrichment Programs***	0.50	0.65	25,000	31,000			6,000	
Educational Opportunity Center/East St. Louis	6.66	7.00	18,500	17,100	240,600	302,000	(1,400)	61,400
Educational Talent Search***	4.68	4.07	37,900	26,100	222,400	245,400	(11,800)	23,000
Enrollment Information Service***	0.10	0.00	3,500	0				(3,500)
Family Self Sufficiency Learning Lab	0.66	0.21			49,000		No Cost extension	
GEAR UP***	7.69	5.88	225,700	40,100	240,000	240,000	(185,600)	
Head Start/Early Program	167.05	166.62	2,359,700	33,200	9,905,500	9,789,100	(2,326,500)	(116,400)
Jobs for Illinois Graduates***	1.00	1.00	16,600	24,500	59,700	64,900	7,900	5,200
Latchkey Program***	1.81	2.10	27,900	21,800	167,700	82,700	(6,100)	(85,000)
Project GAIN	2.50	2.50	150,000	125,000			(25,000)	
Project Success/East St. Louis***	6.57	5.68	0	23,100	303,400	271,700	23,100	(31,700)
Special Services Program	15.13	14.07			313,500	316,100		2,600
Upward Bound II***	4.58	5.00	25,000	25,600	274,400	290,800	600	16,400
Upward Bound Math and Science Center***	3.84	3.76	34,900	25,200	243,400	250,700	(9,700)	7,300
Upward Bound/Science Awareness Program***	10.72	8.76	2,800	24,000	524,200	538,300	21,200	14,100

N/A Not Available

\* Includes all programs that have a primary purpose to serve underrepresented students and that have a budget allocation from the institution for this purpose.

\*\* Program is directed to serve more than one underrepresented group (e.g., minorities and females)

\*\*\* Program serves elementary and secondary school students.

## Attachment A

### Enrollment of Students with Disabilities

#### Undergraduate AY 2002-2003

Number of students with documented disabilities who self reported	<u>227</u>
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Number of students with documented disabilities who requested services at the institution	<u>227</u>
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#### Graduate AY 2002-2003

Number of students with documented disabilities who self reported	<u>3</u>
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Number of students with documented disabilities who requested services at the institution	<u>3</u>
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#### Number of Students by Type of Disability AY 2002-2003

	<u>Undergraduate</u>	<u>Graduate</u>
Mobility	<u>40</u>	<u>      </u>
Visual	<u>12</u>	<u>1</u>
Auditory	<u>7</u>	<u>      </u>
Mental Impairment	<u>21</u>	<u>1</u>
Learning Disability	<u>104</u>	<u>1</u>
Medical Disability	<u>7</u>	<u>      </u>
Other	<u>36</u>	<u>      </u>

## **Attachment B**

### **Definitions for Annual Report on Underrepresented Groups in Higher Education**

Staff-Year – A staff year is defined as a 12-month contract providing for at least one month of vacation.

White (not of Hispanic origin) – A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Black (not of Hispanic origin) – A person having origins in any of the Black racial groups of Africa.

Hispanic – A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin regardless of race.

Asian or Pacific Islander – A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. The area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

American Indian or Alaskan Native – A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

Students with Disabilities – See Attachment A.



**Table 1.A**  
**Southern Illinois University Edwardsville**  
Headcount Enrollment by Racial/Ethnic Category, Gender and Disability Status  
- by Student Level and School  
Fall Terms 1998 - 2002

	Non-Resid. Alien		Black		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men Women		Men Women		Men Women		Men Women		Men Women		Men Women		Men Women		Men Women	
COLLEGE OF ARTS AND SCIENCES:																
Undergraduate																
Fall 1998	26	34	249	650	11	15	37	44	38	26	2086	2885	2447	3654	55	72
Fall 1999	44	34	252	631	9	18	39	50	39	55	2101	2829	2484	3617	59	65
Fall 2000	59	44	262	641	14	16	31	42	38	48	2107	2842	2511	3633	55	65
Fall 2001	37	49	281	611	8	16	47	44	42	58	2189	2898	2604	3676	65	69
Fall 2002	44	40	260	562	6	22	47	52	42	60	2432	3027	2831	3763	74	76
Graduate																
Fall 1998	17	21	16	42	1	3	3	1	2	1	187	264	226	332	6	4
Fall 1999	17	22	15	45	1	6	1	3	3	2	182	251	219	329	3	4
Fall 2000	21	30	21	41	3	3	3	3	3	6	159	247	210	330	1	3
Fall 2001	23	27	25	34	1	4	3	4	3	5	162	257	217	331	2	4
Fall 2002	22	26	27	41	1	2	4	4	1	5	152	280	207	358	1	2
SCHOOL OF BUSINESS:																
Undergraduate																
Fall 1998	12	4	27	64	3	3	12	11	9	8	468	449	531	539	4	5
Fall 1999	16	9	33	73	5	2	7	7	7	3	552	517	620	611	5	4
Fall 2000	13	17	45	62	4	1	11	3	6	9	628	581	707	673	4	6
Fall 2001	20	18	40	85	5	0	11	10	4	8	664	616	744	737	7	6
Fall 2002	20	14	38	68	5	1	8	11	6	8	563	560	640	662	9	4
Graduate																
Fall 1998	19	13	5	9	1	0	1	4	0	1	123	99	149	126	1	0
Fall 1999	33	17	4	8	1	0	1	2	1	0	128	93	168	120	1	0
Fall 2000	61	24	4	8	2	0	3	2	2	3	108	103	180	140	0	0
Fall 2001	49	30	7	10	0	1	2	2	2	3	127	110	187	156	0	1
Fall 2002	39	34	9	9	2	1	5	1	4	0	139	113	198	158	0	0
SCHOOL OF DENTAL MEDICINE:																
Professional																
Fall 1998	0	0	5	5	3	0	9	10	4	0	134	37	155	52	0	0
Fall 1999	0	1	6	4	4	0	13	9	3	0	121	41	147	55	0	0
Fall 2000	0	1	5	3	4	0	11	9	2	1	112	47	134	61	0	0
Fall 2001	0	1	5	3	4	0	9	8	4	1	104	55	126	68	0	0
Fall 2002	0	0	3	4	2	0	8	5	4	2	99	65	116	76	0	0
Specialty Certificate																
Fall 2000	0	0	0	0	0	0	0	1	2	0	3	1	5	2	0	0
Fall 2001	0	0	0	0	0	0	0	0	0	0	3	2	3	2	0	0
Fall 2002	0	0	0	0	0	0	0	0	0	0	3	4	3	4	0	0

NOTES

- Fall term population reflects 10th Day headcounts.
- Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.
- Graduates include post-baccalaureate certificate, masters, specialist, doctoral and unclassified graduate students.
- Dental Specialty Certificates for Fall 1996-Fall 1999 were not counted in headcounts.

**Table 1.A**  
**Southern Illinois University Edwardsville**  
Headcount Enrollment by Racial/Ethnic Category, Gender and Disability Status  
by Student Level and School  
Fall Terms 1998 - 2002

	Non-Resid. Alien	Black		American Ind./		Asian/		Hispanic		White		TOTAL		Disabled Students	
		Non-Hispanic		Alaska Native		Pacific Islander		Men		Non-Hispanic		Men		Men	
	Men	Women	Men	Women	Men	Women	Men	Women	Women	Men	Women	Men	Women	Men	Women
<b>SCHOOL OF EDUCATION:</b>															
Undergraduate															
Fall 1998	2	0	19	67	1	2	1	6	3	8	163	673	756	1	12
Fall 1999	0	0	17	58	0	1	1	7	1	9	161	749	824	3	20
Fall 2000	1	0	8	56	0	2	2	8	1	13	159	777	856	2	20
Fall 2001	0	2	8	69	0	2	1	4	5	13	166	697	787	3	13
Fall 2002	0	1	12	72	1	2	1	8	2	17	173	740	840	9	14
Graduate															
Fall 1998	5	2	8	28	2	0	2	1	3	2	124	515	548	0	2
Fall 1999	1	4	10	34	3	2	1	1	2	5	163	528	574	2	3
Fall 2000	1	5	13	23	3	1	1	2	1	10	161	503	544	1	3
Fall 2001	3	7	12	29	1	1	2	3	3	9	141	545	594	3	2
Fall 2002	5	6	6	32	2	4	0	3	4	8	136	599	652	2	4
<b>SCHOOL OF ENGINEERING:</b>															
Undergraduate															
Fall 1998	16	2	21	15	2	0	14	7	10	1	406	89	469	2	3
Fall 1999	16	3	22	10	4	0	8	4	9	1	417	76	476	2	2
Fall 2000	20	6	24	9	2	0	8	4	8	1	488	96	550	5	4
Fall 2001	31	9	22	15	2	1	12	5	3	3	549	83	619	10	4
Fall 2002	32	11	26	12	2	1	14	4	10	3	593	83	677	9	2
Graduate															
Fall 1998	77	30	2	3	0	0	10	4	1	0	65	10	155	1	0
Fall 1999	106	33	1	2	0	0	13	3	0	0	77	10	197	2	0
Fall 2000	200	29	2	1	0	0	6	2	0	0	69	9	277	41	0
Fall 2001	170	38	3	0	1	0	4	2	0	0	59	14	237	54	1
Fall 2002	180	30	2	1	1	0	8	6	0	1	58	13	249	51	0

NOTES: Fall term population reflects 10th Day headcounts.  
Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.  
Graduates include post-baccalaureate certificates, masters, specialist, doctoral and unclassified graduate students.  
Ontario Specialty Certificates for Fall 1996-Fall 1999 were not counted in headcounts.

**Table 1.A**  
**Southern Illinois University Edwardsville**  
**Headcount Enrollment by Racial/Ethnic Category, Gender and Disability Status**  
 - by Student Level and School  
 Fall Terms 1998 - 2002

	Non-Resid. Alien		Black		American Ind./		Asian/		Hispanic		White		TOTAL		Disabled Students	
	Men Women		Non-Hispanic		Alaska Native		Pacific Islander		Men Women		Men		Men Women		Men	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
<b>SCHOOL OF NURSING:</b>																
Undergraduate																
Fall 1998	0	0	1	42	1	2	3	8	1	3	42	232	48	287	0	0
Fall 1999	0	1	2	36	1	2	1	7	1	4	51	301	56	351	0	2
Fall 2000	0	1	1	33	0	1	1	5	3	5	43	266	48	311	0	2
Fall 2001	0	0	0	33	0	2	0	2	0	3	39	257	39	297	0	1
Fall 2002	0	0	1	30	0	1	1	2	0	4	27	232	29	269	0	1
Graduate																
Fall 1998	0	0	0	12	0	1	0	2	1	1	21	155	22	171	0	0
Fall 1999	0	0	0	7	0	0	0	1	0	2	21	156	21	166	0	1
Fall 2000	0	0	0	4	0	0	0	1	0	1	26	135	26	141	0	1
Fall 2001	0	0	0	7	0	0	0	1	0	2	22	100	22	110	0	2
Fall 2002	0	0	1	7	0	0	0	1	0	1	18	106	19	115	0	0
<b>UNDECLARED/UNCLASSIFIED:</b>																
Graduate																
Fall 1998	1	4	14	15	1	0	6	2	3	2	97	204	122	227	0	0
Fall 1999	0	2	7	17	1	0	1	5	1	3	96	207	106	234	3	0
Fall 2000	3	0	10	14	0	1	3	4	4	1	80	226	100	246	2	2
Fall 2001	2	5	4	25	1	3	1	5	4	5	99	220	111	263	3	1
Fall 2002	3	3	10	13	0	0	2	2	2	2	94	204	111	224	0	3
<b>SIUE SUMMARY:</b>																
Undergraduate																
Fall 1998	56	41	317	834	17	22	67	78	61	47	3173	4343	3691	5365	62	93
Fall 1999	76	47	326	808	19	23	56	75	57	72	3282	4472	3816	5497	69	93
Fall 2000	93	68	340	801	20	20	53	62	56	76	3425	4562	3987	5589	66	97
Fall 2001	88	78	351	813	15	21	71	65	54	85	3607	4551	4186	5613	85	93
Fall 2002	96	66	337	744	14	27	71	77	60	92	3788	4642	4366	5648	101	97
Graduate																
Fall 1998	119	70	50	114	8	4	31	24	14	7	751	1284	973	1503	8	6
Fall 1999	128	76	44	118	10	8	27	25	11	12	776	1286	996	1525	10	8
Fall 2000	286	89	55	94	12	5	27	23	12	22	715	1270	1107	1503	4	9
Fall 2001	247	108	56	108	8	9	21	25	16	25	717	1303	1065	1578	9	10
Fall 2002	249	99	58	107	8	7	27	22	15	19	699	1384	1056	1638	4	9

NOTES: Fall term population reflects 10th Day headcounts.  
 Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.  
 Graduates include post baccalaureate certificates, masters, specialist, doctoral and undeclared graduate students.  
 Dental Specialty Certificates for Fall 1996-Fall 1999 were not counted in headcounts.

Table 1.B

**Southern Illinois University Edwardsville**  
**Enrollments of Degree-Seeking First-Time Freshmen and Undergraduate Transfers**  
**By Racial/Ethnic Category, Gender and Disability Status**  
**Fall Terms 1998 - 2002**

	Non-Resid. Alien		Black		American Ind./		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men Women		Non-Hispanic		Alaska Native		Men Women		Men Women		Men Women		Men Women		Men Women	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
<b>FIRST-TIME FRESHMEN</b>																
<b>Regular Admission</b>																
Fall 1998	2	2	15	39	2	0	4	5	9	6	302	413	334	465	5	6
Fall 1999	8	3	31	45	2	2	4	9	5	6	320	442	370	507	5	4
Fall 2000	6	4	18	43	1	0	3	6	3	10	370	446	401	509	5	4
Fall 2001	4	6	23	45	0	4	9	5	5	6	424	483	465	549	5	4
Fall 2002	4	2	26	32	2	2	7	4	7	6	471	493	517	539	7	5
<b>Special Admission</b>																
Fall 1998	0	0	37	152	1	2	4	4	5	3	194	252	241	413	6	7
Fall 1999	0	0	43	106	0	0	2	4	7	5	152	193	204	308	4	5
Fall 2000	0	0	51	111	2	0	6	2	4	5	196	244	259	362	9	6
Fall 2001	0	0	43	101	0	2	4	2	2	9	182	252	231	366	10	10
Fall 2002	0	0	38	84	1	2	6	3	4	9	211	241	260	339	11	13
<b>NEW UNDERGRADUATE TRANSFERS</b>																
<b>Regular Admission</b>																
Fall 1998	7	10	35	86	1	3	6	6	7	9	396	576	452	690	1	12
Fall 1999	14	10	37	81	1	6	7	7	7	13	444	596	510	713	10	10
Fall 2000	18	13	40	64	1	1	4	5	8	4	441	594	512	681	9	11
Fall 2001	19	13	35	80	1	4	12	8	11	11	444	588	522	704	7	9
Fall 2002	11	4	44	77	1	3	11	11	9	11	478	589	554	695	7	9
<b>Special Admission</b>																
Fall 1998	0	0	2	6	0	0	0	1	0	1	21	16	23	24	0	1
Fall 1999	0	0	1	6	0	0	0	0	0	1	21	13	22	20	0	0
Fall 2000	0	0	1	2	0	0	0	1	0	0	16	18	17	21	2	0
Fall 2001	0	0	1	6	0	0	0	1	0	2	18	11	19	20	1	0
Fall 2002	0	0	4	4	0	0	0	1	0	0	14	11	18	16	1	0

NOTES: . Fall term population reflects 10th Day headcounts.

. First-Time Freshmen and New Undergraduate Transfers include Summer and Fall matriculants.

. Beginning in Fall 1990, the high school course pattern requirement was added to admissions criteria. Students not meeting this requirement at the time of admission are classified as special admits.

Table 1.C  
Southern Illinois University Edwardsville

Applications, Acceptances and Enrollments of Degree-Seeking First-Time Freshmen, Undergraduate Transfer  
First Professional and Graduate Students by Racial/Ethnic Group and Sex  
Fall 2002

	Non-Resid. Allen		Black Non-Hisp.		Amer Indian/ Alaskan Native		Asian/ Pac Islander		Hispanic		White Non-Hisp		TOTAL		Unknown	
	Men (01)	Women (02)	Men (03)	Women (04)	Men (05)	Women (06)	Men (07)	Women (08)	Men (09)	Women (10)	Men (11)	Women (12)	Men (13)	Women (14)	Men	Women
<b>FIRST-TIME FRESHMEN</b>																
Number of completed applications for admission for Fall 2002	40	19	262	534	5	7	31	29	33	76	1384	1729	1807	2456	52	62
Number of above applications accepted for admission	20	13	138	304	4	5	23	23	21	51	1195	1502	1434	1937	33	39
Number of acceptances in #2 enrolling Fall 2002	4	2	64	116	3	4	13	7	11	15	682	734	777	878	0	0
<b>UNDERGRADUATE TRANSFER STUDENTS</b>																
Number of completed applications for admission for Fall 2002	32	20	145	221	2	5	23	21	18	20	785	1023	1051	1354	46	44
Number of above applications accepted for admission	24	17	82	128	2	4	19	19	14	16	686	886	855	1099	28	29
Number of acceptances in #5 enrolling Fall 2002	11	5	48	79	1	3	11	12	9	11	493	600	573	710	0	0
<b>FIRST-PROFESSIONAL STUDENTS</b>																
Number of completed applications for admission for Fall 2002	0	0	9	20	1	1	46	55	10	15	125	102	215	208	24	15
Number of above applications accepted for admissions	0	0	4	5	1	0	8	7	1	5	30	29	47	47	3	1
Number of acceptances in #8 enrolling Fall 2002	0	0	0	2	0	0	3	0	1	1	22	18	26	21	0	0
<b>GRADUATE STUDENTS</b>																
Number of completed applications for admission for Fall 2002	717	243	47	99	1	2	17	14	8	13	434	911	1238	1297	14	15
Number of above applications accepted for admissions	178	83	28	57	1	2	12	7	2	8	285	665	513	829	7	7
Number of acceptances in #11 enrolling Fall 2002	50	32	20	32	1	2	7	1	1	7	187	384	266	458	0	0

NOTES: Fall term population reflects 10th Day headcounts  
First-Time Freshmen and New Undergraduate Transfers include Summer and Fall matriculants



**Table 2.A**  
**Southern Illinois University Edwardsville**  
Cumulative Grade Point Average of Students by Racial/Ethnic Category,  
Gender and Disability Status, by Student Level and School  
Fall Terms 1998 - 2002

	Non-Resid. Alien		Black		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White		TOTAL		Disabled Students	
	Men Women		Men Women		Men Women		Men Women		Men Women		Men Women		Men Women		Men Women	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
<b>COLLEGE OF ARTS AND SCIENCES:</b>																
<b>Undergraduate</b>																
Fall 1998	2.76	3.36	2.17	2.24	2.46	3.29	2.67	2.61	2.39	2.85	2.59	2.8	2.55	2.70	2.45	2.54
Fall 1999	2.70	2.99	2.30	2.29	2.46	2.88	2.44	2.59	2.34	2.78	2.59	2.83	2.55	2.73	2.50	2.71
Fall 2000	2.74	2.98	2.26	2.35	2.41	3.24	2.44	2.78	2.43	2.69	2.61	2.81	2.57	2.73	2.47	2.56
Fall 2001	2.56	3.05	2.21	2.32	2.42	2.71	2.44	2.72	2.39	2.65	2.58	2.90	2.53	2.80	2.46	2.76
Fall 2002	2.79	3.18	2.33	2.39	2.24	2.97	2.41	2.86	2.57	2.84	2.62	2.94	2.59	2.86	2.59	2.90
<b>Graduate</b>																
Fall 1998	3.31	3.45	3.42	3.18	DW	DW	DW	DW	DW	DW	3.63	3.66	3.58	3.58	3.20	3.47
Fall 1999	3.41	3.48	3.08	3.16	DW	3.39	DW	3.84	3.74	DW	3.61	3.66	3.56	3.58	DW	2.95
Fall 2000	3.43	3.58	3.26	3.28	DW	DW	DW	3.93	2.91	3.67	3.68	3.6	3.60	DW	DW	3.42
Fall 2001	3.52	3.65	3.19	3.35	DW	DW	DW	3.80	3.88	3.56	3.71	3.61	3.61	3.66	DW	3.66
Fall 2002	3.34	3.49	3.24	3.29	DW	DW	3.40	3.23	DW	3.88	3.68	3.65	3.58	3.60	DW	DW
<b>SCHOOL OF BUSINESS:</b>																
<b>Undergraduate</b>																
Fall 1998	2.79	3.11	2.33	2.39	2.32	DW	2.48	2.71	2.57	2.87	2.71	2.87	2.68	2.81	2.64	2.85
Fall 1999	2.55	2.99	2.43	2.45	2.36	DW	2.24	2.66	2.73	3.39	2.64	2.86	2.62	2.82	2.47	2.98
Fall 2000	2.73	3.05	2.25	2.54	2.70	DW	2.52	DW	2.56	3.19	2.69	2.91	2.66	2.88	2.45	2.80
Fall 2001	2.83	3.03	2.35	2.49	2.33	N/A	2.76	2.70	1.97	3.01	2.75	2.97	2.72	2.91	2.36	2.74
Fall 2002	2.91	2.96	2.41	2.61	2.60	DW	2.61	2.88	2.69	2.79	2.80	3.00	2.77	2.95	2.60	2.97
<b>Graduate</b>																
Fall 1998	3.32	3.43	2.97	3.20	DW	N/A	DW	2.45	N/A	N/A	3.38	3.48	3.36	3.42	DW	N/A
Fall 1999	3.39	3.34	2.37	3.11	N/A	N/A	DW	DW	DW	N/A	3.36	3.46	3.33	3.42	N/A	N/A
Fall 2000	3.33	3.34	2.37	3.24	DW	N/A	3.45	DW	DW	3.55	3.54	3.54	3.42	3.52	N/A	N/A
Fall 2001	3.45	3.42	3.16	3.07	N/A	DW	DW	DW	DW	3.64	3.47	3.46	3.43	3.44	N/A	DW
Fall 2002	3.38	3.48	3.15	3.26	DW	DW	3.63	DW	2.97	N/A	3.47	3.41	3.43	3.42	N/A	N/A
<b>SCHOOL OF EDUCATION:</b>																
<b>Undergraduate</b>																
Fall 1998	DW	N/A	2.72	2.77	DW	DW	DW	3.15	3.27	3.24	2.98	3.22	2.97	3.18	DW	3.27
Fall 1999	N/A	N/A	2.75	2.81	N/A	DW	DW	3.13	DW	3.25	3.07	3.20	3.03	3.17	3.07	2.92
Fall 2000	DW	N/A	2.79	2.87	N/A	3.04	DW	2.60	DW	3.32	3.08	3.25	3.07	3.22	DW	2.99
Fall 2001	N/A	DW	2.55	2.84	N/A	DW	DW	2.74	3.05	3.07	3.11	3.26	3.08	3.21	2.80	3.17
Fall 2002	N/A	DW	3.69	2.87	DW	DW	3.60	2.68	DW	3.07	3.11	3.29	3.08	3.24	3.07	2.75
<b>Graduate</b>																
Fall 1998	3.79	DW	3.58	3.58	DW	N/A	DW	DW	3.73	DW	3.72	3.88	3.72	3.87	N/A	DW
Fall 1999	DW	3.88	3.77	3.63	3.72	DW	DW	DW	DW	3.91	3.76	3.91	3.76	3.89	DW	3.82
Fall 2000	DW	3.93	3.66	3.68	3.70	DW	DW	DW	DW	3.92	3.78	3.88	3.77	3.88	DW	3.98
Fall 2001	3.74	3.81	3.53	3.74	DW	DW	DW	3.71	4.00	3.93	3.83	3.89	3.81	3.88	3.81	DW
Fall 2002	3.70	3.85	3.60	3.73	DW	3.94	N/A	3.73	3.82	3.75	3.80	3.91	3.79	3.89	DW	3.89

NOTES: . All cumulative grade point averages are on a four-point scale. N/A indicates data are not applicable; DW indicates data withheld in categories with fewer than 3 students.  
Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.  
Graduates include masters, specialist, doctoral and unclassified graduate students.

**Table 2.A**  
**Southern Illinois University Edwardsville**  
Cumulative Grade Point Average of Students by Racial/Ethnic Category,  
Gender and Disability Status, by Student Level and School  
Fall Terms 1998 - 2002

	Non-Resid. Alien		Black		American Ind./		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men		Non-Hispanic		Alaska Native		Men		Men		Men		Men		Men	
	Women		Women		Women		Women		Women		Women		Women		Women	
<b>SCHOOL OF ENGINEERING:</b>																
Undergraduate																
Fall 1998	2.75	D/W	2.49	2.60	D/W	N/A	3.06	2.69	2.67	D/W	2.73	2.96	2.73	2.89	2.97	D/W
Fall 1999	2.63	2.71	2.25	2.50	2.25	N/A	2.95	2.73	2.52	D/W	2.73	3.02	2.71	2.91	D/W	D/W
Fall 2000	2.74	3.44	2.65	2.38	D/W	N/A	2.99	2.86	2.49	D/W	2.68	2.81	2.68	2.82	3.19	D/W
Fall 2001	2.67	3.25	2.32	2.23	D/W	D/W	3.01	3.06	2.62	3.04	2.76	2.97	2.74	2.90	2.70	3.07
Fall 2002	2.69	3.20	2.43	2.37	D/W	D/W	2.83	3.24	2.94	D/W	2.81	3.02	2.79	2.97	2.97	D/W
Graduate																
Fall 1998	3.29	3.37	D/W	D/W	N/A	N/A	3.26	3.69	D/W	N/A	3.38	3.69	3.34	3.45	D/W	N/A
Fall 1999	3.34	3.38	D/W	D/W	N/A	N/A	3.31	3.62	N/A	N/A	3.47	3.75	3.39	3.44	D/W	N/A
Fall 2000	3.11	3.47	D/W	D/W	N/A	N/A	3.31	D/W	N/A	N/A	3.51	3.61	3.20	3.51	N/A	N/A
Fall 2001	3.23	3.48	3.09	N/A	D/W	N/A	3.36	D/W	N/A	N/A	3.53	3.72	3.31	3.54	D/W	N/A
Fall 2002	3.37	3.63	D/W	D/W	D/W	N/A	3.31	3.77	N/A	D/W	3.55	3.82	3.42	3.70	D/W	N/A
<b>SCHOOL OF NURSING:</b>																
Undergraduate																
Fall 1998	N/A	N/A	D/W	2.88	D/W	D/W	2.81	2.67	D/W	3.00	3.02	3.16	3.02	3.09	N/A	N/A
Fall 1999	N/A	D/W	D/W	2.85	D/W	D/W	D/W	2.97	D/W	3.60	3.06	3.27	3.07	3.22	N/A	D/W
Fall 2000	N/A	D/W	D/W	2.91	N/A	D/W	D/W	2.96	3.18	3.45	3.11	3.25	3.13	3.20	N/A	D/W
Fall 2001	N/A	N/A	N/A	2.98	N/A	D/W	N/A	D/W	N/A	3.32	3.14	3.24	3.14	3.20	N/A	D/W
Fall 2002	N/A	N/A	N/A	3.01	N/A	D/W	D/W	3.33	N/A	3.25	3.19	3.22	3.22	3.20	N/A	D/W
Graduate																
Fall 1998	N/A	N/A	N/A	2.85	N/A	N/A	N/A	3.77	N/A	D/W	3.75	3.63	3.75	3.57	N/A	N/A
Fall 1999	N/A	N/A	N/A	3.47	N/A	N/A	N/A	D/W	N/A	D/W	3.82	3.70	3.82	3.69	N/A	D/W
Fall 2000	N/A	N/A	N/A	3.26	N/A	N/A	N/A	N/A	N/A	D/W	3.83	3.75	3.83	3.74	N/A	D/W
Fall 2001	N/A	N/A	N/A	3.41	N/A	N/A	N/A	N/A	N/A	D/W	3.82	3.69	3.82	3.67	N/A	D/W
Fall 2002	N/A	N/A	D/W	3.45	N/A	N/A	N/A	N/A	N/A	D/W	3.68	3.78	3.67	3.76	N/A	N/A

NOTES: All cumulative grade point averages are on a four-point scale. N/A indicates data are not applicable; D/W indicates data withheld in categories with fewer than 3 students.  
Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.  
Graduates include masters, specialist, doctoral and unclassified graduate students.

Table 2.A  
**Southern Illinois University Edwardsville**  
 Cumulative Grade Point Average of Students by Racial/Ethnic Category,  
 Gender and Disability Status, by Student Level and School  
 Fall Terms 1998 - 2002

	Non-Resid. Alien		Black		American Ind./		Asian/		Hispanic		White		TOTAL		Disabled Students	
	Men		Non-Hispanic		Alaska Native		Pacific Islander		Men		Men		Men		Men	
	Women	Women	Men	Women	Men	Women	Men	Women	Men	Women	Non-Hispanic	Women	Men	Women	Men	Women
UNDECLARED/UNCLASSIFIED:																
Graduate																
Fall 1998	N/A	D/W	3.23	3.35	N/A	N/A	3.56	D/W	D/W	D/W	3.55	3.78	3.52	3.75	D/W	N/A
Fall 1999	N/A	D/W	3.43	3.24	N/A	N/A	N/A	3.33	D/W	4.00	3.47	3.82	3.48	3.79	D/W	N/A
Fall 2000	D/W	N/A	3.02	3.45	N/A	D/W	N/A	3.92	3.97	D/W	3.40	3.80	3.38	3.78	D/W	D/W
Fall 2001	D/W	D/W	3.77	3.49	D/W	3.67	N/A	3.11	D/W	3.87	3.59	3.86	3.56	3.82	D/W	D/W
Fall 2002	2.33	D/W	3.08	3.27	N/A	N/A	D/W	D/W	D/W	D/W	3.33	3.83	3.27	3.81	D/W	D/W
SIUE SUMMARY:																
Undergraduate																
Fall 1998	2.77	3.28	2.25	2.34	2.61	3.24	2.74	2.68	2.54	2.91	2.65	2.90	2.62	2.81	2.50	2.70
Fall 1999	2.65	2.97	2.34	2.37	2.46	2.89	2.51	2.68	2.47	2.90	2.65	2.93	2.62	2.84	2.55	2.79
Fall 2000	2.75	3.06	2.30	2.43	2.54	3.10	2.58	2.78	2.53	2.93	2.67	2.93	2.63	2.86	2.56	2.69
Fall 2001	2.66	3.09	2.25	2.42	2.43	2.83	2.63	2.73	2.42	2.80	2.67	2.99	2.63	2.90	2.50	2.84
Fall 2002	2.78	3.13	2.36	2.48	2.56	3.00	2.60	2.88	2.64	2.89	2.71	3.02	2.68	2.95	2.66	2.89
Graduate																
Fall 1998	3.32	3.43	3.37	3.26	3.74	D/W	3.38	3.38	3.70	3.72	3.56	3.76	3.51	3.70	3.37	3.67
Fall 1999	3.36	3.44	3.21	3.33	3.48	3.56	3.32	3.59	3.67	3.91	3.57	3.79	3.52	3.74	3.26	3.38
Fall 2000	3.18	3.55	3.35	3.42	3.54	3.73	3.47	3.74	3.47	3.52	3.62	3.78	3.47	3.74	3.36	3.67
Fall 2001	3.30	3.56	3.32	3.46	3.64	3.51	3.39	3.49	3.47	3.80	3.65	3.80	3.54	3.76	3.76	3.33
Fall 2002	3.36	3.55	3.27	3.46	3.58	3.56	3.39	3.64	3.46	3.82	3.60	3.79	3.52	3.75	3.63	3.50

NOTES: All cumulative grade point averages are on a four-point scale. N/A indicates data are not applicable. D/W indicates data withheld in categories with fewer than 3 students.  
 Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.  
 Graduates include masters, specialist, doctoral and unclassified graduate students.

**Table 2.B**  
**Southern Illinois University Edwardsville**  
 Percent of Students in Good Standing by Racial/Ethnic Category,  
 Gender and Disability Status, by Student Level and School  
 Fall Terms 1998 - 2002

	Non-Resid. Alien		Black		American Ind/ Alaska Native		Asian/ Pacific Islander		Hispanic		White		Non-Hispanic		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
<b>COLLEGE OF ARTS AND SCIENCES:</b>																		
Undergraduate																		
Fall 1998	84%	97%	70%	72%	73%	100%	87%	83%	71%	86%	83%	88%	82%	85%	81%	87%		
Fall 1999	83%	88%	76%	77%	71%	94%	74%	85%	70%	92%	84%	90%	83%	87%	86%	88%		
Fall 2000	81%	95%	73%	78%	67%	100%	74%	86%	74%	95%	84%	89%	82%	87%	80%	81%		
Fall 2001	76%	93%	69%	79%	70%	88%	73%	80%	73%	83%	82%	91%	80%	89%	75%	87%		
Fall 2002	95%	97%	76%	82%	67%	96%	80%	91%	81%	92%	84%	92%	83%	91%	86%	91%		
Graduate																		
Fall 1998	77%	85%	93%	78%	D/W	D/W	D/W	D/W	D/W	D/W	97%	96%	95%	93%	50%	100%		
Fall 1999	88%	91%	67%	73%	D/W	75%	D/W	100%	100%	D/W	95%	97%	92%	93%	D/W	D/W		
Fall 2000	100%	100%	88%	76%	D/W	D/W	D/W	100%	D/W	57%	95%	98%	94%	94%	D/W	100%		
Fall 2001	90%	96%	91%	85%	D/W	D/W	D/W	100%	100%	100%	96%	98%	95%	97%	D/W	100%		
Fall 2002	91%	92%	82%	83%	D/W	N/A	100%	D/W	100%	100%	98%	96%	95%	94%	D/W	N/A		
<b>SCHOOL OF BUSINESS:</b>																		
Undergraduate																		
Fall 1998	100%	100%	86%	91%	100%	D/W	92%	100%	80%	88%	93%	97%	92%	96%	100%	100%		
Fall 1999	81%	100%	83%	85%	100%	D/W	71%	86%	100%	100%	92%	95%	91%	94%	100%	100%		
Fall 2000	100%	95%	73%	97%	100%	D/W	91%	D/W	75%	100%	93%	97%	92%	97%	75%	N/A		
Fall 2001	95%	100%	85%	93%	100%	N/A	100%	100%	75%	100%	95%	97%	94%	96%	71%	80%		
Fall 2002	100%	100%	86%	97%	100%	D/W	100%	100%	100%	100%	96%	99%	96%	99%	78%	100%		
Graduate																		
Fall 1998	90%	90%	75%	89%	D/W	N/A	N/A	75%	N/A	N/A	92%	95%	91%	93%	D/W	N/A		
Fall 1999	90%	92%	D/W	86%	N/A	N/A	D/W	D/W	D/W	N/A	91%	96%	90%	95%	N/A	N/A		
Fall 2000	86%	96%	D/W	89%	D/W	N/A	100%	D/W	D/W	100%	91%	91%	88%	92%	100%	N/A		
Fall 2001	92%	87%	100%	78%	N/A	D/W	D/W	D/W	D/W	100%	92%	90%	92%	89%	N/A	D/W		
Fall 2002	95%	97%	88%	75%	D/W	D/W	100%	D/W	75%	N/A	94%	89%	92%	89%	N/A	N/A		
<b>SCHOOL OF EDUCATION:</b>																		
Undergraduate																		
Fall 1998	D/W	N/A	95%	95%	D/W	D/W	D/W	100%	100%	100%	96%	98%	96%	98%	D/W	100%		
Fall 1999	N/A	N/A	94%	97%	N/A	D/W	D/W	80%	D/W	89%	99%	99%	98%	98%	100%	100%		
Fall 2000	D/W	N/A	88%	100%	N/A	100%	D/W	75%	D/W	93%	97%	99%	96%	99%	D/W	100%		
Fall 2001	N/A	D/W	89%	99%	N/A	D/W	100%	100%	100%	100%	99%	99%	99%	99%	100%	92%		
Fall 2002	N/A	D/W	92%	100%	D/W	D/W	100%	88%	D/W	94%	100%	99%	100%	99%	100%	93%		
Graduate																		
Fall 1998	100%	D/W	100%	100%	D/W	N/A	D/W	D/W	100%	D/W	98%	99%	98%	99%	N/A	D/W		
Fall 1999	D/W	100%	100%	96%	100%	D/W	D/W	D/W	D/W	100%	96%	99%	96%	99%	D/W	100%		
Fall 2000	D/W	100%	100%	96%	100%	D/W	D/W	D/W	D/W	100%	95%	100%	95%	99%	D/W	100%		
Fall 2001	100%	100%	100%	96%	D/W	D/W	D/W	100%	100%	100%	99%	100%	99%	99%	100%	D/W		
Fall 2002	100%	100%	100%	100%	D/W	100%	D/W	100%	100%	100%	98%	99%	98%	99%	100%	D/W		

NOTES: Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.  
 Graduates include masters, specialist, doctoral and unclassified graduate students.  
 N/A indicates data are not applicable, D/W indicates data withheld in categories with fewer than 3 students.



**Table 2.B**  
**Southern Illinois University Edwardsville**  
 Percent of Students in Good Standing by Racial/Ethnic Category,  
 Gender and Disability Status, by Student Level and School  
 Fall Terms 1998 - 2002

	Non-Resid. Alien		Black		American Ind./		Asian/ Pacific Islander		Hispanic		White		TOTAL		Disabled Students	
	Men		Non-Hispanic		Alaska Native		Men		Men		Non-Hispanic		Men		Men	
	Women	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
<b>SCHOOL OF ENGINEERING:</b>																
Undergraduate																
Fall 1998	94%	D/W	91%	79%	D/W	N/A	100%	100%	100%	D/W	92%	95%	92%	93%	100%	D/W
Fall 1999	88%	100%	90%	83%	D/W	N/A	100%	100%	88%	D/W	93%	100%	92%	97%	D/W	D/W
Fall 2000	83%	100%	91%	78%	D/W	N/A	100%	100%	78%	D/W	87%	88%	87%	89%	100%	D/W
Fall 2001	83%	100%	79%	73%	D/W	D/W	100%	100%	100%	100%	90%	95%	90%	93%	78%	100%
Fall 2002	94%	91%	79%	58%	D/W	D/W	93%	100%	100%	D/W	93%	95%	92%	91%	100%	D/W
Graduate																
Fall 1998	85%	88%	D/W	D/W	N/A	N/A	83%	100%	D/W	N/A	84%	100%	85%	89%	D/W	N/A
Fall 1999	87%	93%	D/W	D/W	N/A	N/A	80%	100%	N/A	N/A	94%	100%	89%	93%	D/W	N/A
Fall 2000	71%	80%	D/W	D/W	N/A	N/A	80%	D/W	N/A	N/A	98%	100%	77%	86%	N/A	N/A
Fall 2001	84%	90%	D/W	N/A	D/W	N/A	100%	D/W	N/A	N/A	94%	100%	87%	93%	D/W	D/W
Fall 2002	90%	92%	D/W	D/W	D/W	N/A	83%	100%	N/A	D/W	94%	90%	91%	93%	D/W	N/A
<b>SCHOOL OF NURSING:</b>																
Undergraduate																
Fall 1998	N/A	N/A	D/W	100%	D/W	D/W	100%	100%	D/W	100%	98%	99%	98%	99%	N/A	N/A
Fall 1999	N/A	D/W	D/W	97%	D/W	D/W	D/W	100%	D/W	100%	100%	99%	100%	99%	N/A	D/W
Fall 2000	N/A	D/W	D/W	100%	N/A	D/W	D/W	100%	100%	100%	100%	100%	100%	100%	N/A	D/W
Fall 2001	N/A	N/A	N/A	100%	N/A	D/W	N/A	D/W	N/A	100%	100%	100%	100%	100%	N/A	D/W
Fall 2002	N/A	N/A	N/A	100%	N/A	D/W	D/W	100%	N/A	100%	100%	99%	100%	99%	N/A	D/W
Graduate																
Fall 1998	N/A	N/A	N/A	64%	N/A	N/A	N/A	100%	N/A	D/W	100%	96%	100%	94%	N/A	N/A
Fall 1999	N/A	N/A	N/A	88%	N/A	N/A	N/A	D/W	N/A	D/W	100%	98%	100%	97%	N/A	D/W
Fall 2000	N/A	N/A	N/A	100%	N/A	N/A	N/A	N/A	N/A	D/W	100%	99%	100%	99%	N/A	D/W
Fall 2001	N/A	N/A	N/A	83%	N/A	N/A	N/A	N/A	N/A	D/W	100%	95%	100%	95%	N/A	D/W
Fall 2002	N/A	N/A	D/W	100%	N/A	N/A	N/A	N/A	N/A	D/W	100%	98%	100%	98%	N/A	N/A

NOTES: . Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.  
 . Graduates include masters, specialist, doctoral and unclassified graduate students.  
 . N/A indicates data are not applicable; D/W indicates data withheld in categories with fewer than 3 students.



**Table 2.B**  
**Southern Illinois University Edwardsville**  
 Percent of Students in Good Standing by Racial/Ethnic Category,  
 Gender and Disability Status, by Student Level and School  
 Fall Terms 1998 - 2002

	Non-Resid. Alien		Black Non-Hispanic		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
UNDECLARED/UNCLASSIFIED:																
Graduate																
Fall 1998	N/A	D/W	88%	82%	N/A	N/A	100%	D/W	D/W	D/W	92%	98%	92%	97%	D/W	N/A
Fall 1999	N/A	D/W	100%	73%	N/A	N/A	N/A	100%	D/W	100%	92%	97%	93%	96%	D/W	N/A
Fall 2000	D/W	N/A	67%	88%	N/A	D/W	N/A	100%	D/W	100%	91%	98%	88%	97%	D/W	D/W
Fall 2001	D/W	D/W	100%	94%	D/W	100%	N/A	D/W	D/W	100%	97%	98%	95%	98%	D/W	D/W
Fall 2002	67%	D/W	83%	86%	N/A	N/A	D/W	D/W	D/W	D/W	85%	97%	85%	97%	N/A	D/W
SIUE SUMMARY:																
Undergraduate																
Fall 1998	91%	95%	75%	77%	83%	100%	92%	90%	80%	89%	87%	92%	86%	89%	84%	90%
Fall 1999	84%	93%	79%	80%	77%	95%	79%	87%	79%	91%	88%	93%	86%	91%	88%	92%
Fall 2000	86%	96%	75%	83%	80%	100%	82%	87%	77%	96%	87%	92%	86%	91%	83%	88%
Fall 2001	83%	96%	73%	83%	80%	90%	83%	87%	77%	88%	87%	94%	85%	92%	77%	88%
Fall 2002	96%	97%	78%	86%	86%	96%	86%	93%	86%	93%	88%	95%	88%	93%	88%	92%
Graduate																
Fall 1998	85%	88%	91%	83%	100%	D/W	91%	93%	100%	100%	94%	98%	93%	96%	71%	100%
Fall 1999	88%	93%	79%	82%	75%	83%	86%	100%	100%	100%	94%	98%	92%	97%	71%	86%
Fall 2000	75%	92%	88%	85%	86%	100%	91%	100%	75%	86%	94%	98%	88%	97%	100%	100%
Fall 2001	86%	91%	93%	89%	100%	100%	100%	87%	80%	100%	96%	98%	93%	97%	100%	80%
Fall 2002	91%	95%	87%	90%	83%	83%	94%	93%	90%	100%	95%	97%	93%	96%	100%	83%

NOTES: . Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.  
 . Graduates include masters, specialist, doctoral and unclassified graduate students.  
 . N/A indicates data are not applicable. D/W indicates data withheld in categories with fewer than 3 students.

**Table 3.A**  
**Southern Illinois University Edwardsville**  
Degrees Completed by Racial/Ethnic Category, Gender and Disability Status  
by Student Level and School  
July 1, 1997 - June 30, 2002

	Non-Resid. Alien		Black		American Ind./		Asian/		Hispanic		White		TOTAL		Disabled Students	
	Men Women		Non-Hispanic		Alaska Native		Pacific Islander		Men Women		Men Women		Men Women		Men Women	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
<b>COLLEGE OF ARTS AND SCIENCES:</b>																
<b>Undergraduate</b>																
FY 1998	0	5	19	62	1	0	5	4	5	5	190	252	220	328	12	6
FY 1999	1	5	12	46	1	3	2	6	1	3	189	266	206	329	4	10
FY 2000	0	2	27	40	1	0	9	11	3	6	215	248	255	307	7	5
FY 2001	3	2	20	52	1	4	2	5	3	4	227	313	256	380	6	5
FY 2002	1	3	19	58	0	1	6	3	4	2	242	329	272	396	5	9
<b>Graduate</b>																
FY 1998	5	10	6	7	1	0	2	2	2	0	41	74	57	93	0	2
FY 1999	5	10	10	9	0	0	0	1	2	1	39	89	56	110	0	1
FY 2000	4	4	5	6	0	1	0	0	1	0	66	87	76	98	1	0
FY 2001	5	8	2	8	0	1	0	1	0	1	49	64	56	83	0	1
FY 2002	4	10	3	14	0	2	2	2	2	2	53	82	64	112	0	1
<b>SCHOOL OF BUSINESS:</b>																
<b>Undergraduate</b>																
FY 1998	7	1	7	20	1	1	1	4	0	2	97	105	113	133	2	1
FY 1999	6	0	5	11	1	0	4	1	4	3	114	117	134	132	0	0
FY 2000	6	4	8	21	2	2	4	5	2	1	140	129	162	162	2	2
FY 2001	5	8	9	22	0	0	3	2	5	4	180	159	202	195	2	0
FY 2002	3	10	15	28	2	1	6	1	0	2	196	190	222	232	1	1
<b>Graduate</b>																
FY 1998	11	9	2	2	1	0	2	1	1	0	48	39	65	51	0	0
FY 1999	7	6	1	2	0	0	0	2	0	0	42	33	50	43	1	0
FY 2000	7	5	1	4	0	0	0	1	1	0	53	37	62	47	0	0
FY 2001	12	7	1	3	0	0	0	0	1	0	37	36	51	46	0	0
FY 2002	31	10	0	4	1	1	2	2	0	2	42	51	76	70	0	0
<b>SCHOOL OF DENTAL MEDICINE:</b>																
<b>Professional</b>																
FY 1998	0	0	1	1	0	0	1	1	0	0	35	13	37	15	0	0
FY 1999	0	0	0	0	1	0	0	3	1	0	39	8	41	11	0	0
FY 2000	0	0	2	3	0	0	2	0	1	0	35	9	40	12	0	0
FY 2001	0	0	1	0	0	0	2	0	0	0	31	14	34	14	0	0
FY 2002	0	0	2	1	2	0	4	3	1	1	24	8	33	13	0	0
<b>Specialty Certificate</b>																
FY 1998	0	0	0	1	0	0	0	0	0	0	1	2	1	3	0	0
FY 1999	0	0	0	0	0	0	2	0	0	0	0	2	2	2	0	0
FY 2000	0	0	0	0	0	0	0	0	0	0	2	1	2	1	0	0
FY 2001	0	0	0	0	0	0	0	1	2	0	3	1	5	2	0	0
FY 2002	0	0	0	0	0	0	0	0	0	0	2	2	2	2	0	0

NOTES: Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.  
Graduates include post-baccalaureate certificates, masters, specialist, doctoral and unclassified graduate students.

**Table 3.A**  
**Southern Illinois University Edwardsville**  
Degrees Completed by Racial/Ethnic Category, Gender and Disability Status  
by Student Level and School  
July 1, 1997 - June 30, 2002

	Non-Resid. Alien		Black		American Ind./		Asian/		Hispanic		White		TOTAL		Disabled Students	
	Men		Non-Hispanic		Alaska Native		Pacific Islander		Men		Non-Hispanic		Men		Men	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
<b>SCHOOL OF EDUCATION:</b>																
<b>Undergraduate</b>																
FY 1998	0	0	10	17	0	0	1	3	1	6	49	286	61	312	2	5
FY 1999	1	0	6	23	1	2	1	2	2	6	73	258	84	291	1	5
FY 2000	0	0	7	29	0	1	0	2	1	3	70	276	78	311	0	3
FY 2001	1	0	4	24	0	1	0	3	0	3	55	356	60	387	2	8
FY 2002	0	0	1	26	0	2	2	0	3	6	72	293	78	327	0	7
<b>Graduate</b>																
FY 1998	1	1	2	8	0	0	0	1	0	1	51	226	54	237	0	2
FY 1999	2	2	4	14	0	0	0	2	1	3	50	242	57	263	0	1
FY 2000	3	0	4	15	0	0	0	0	1	0	50	197	58	212	0	0
FY 2001	0	3	5	7	2	0	0	1	0	2	68	196	75	209	1	1
FY 2002	0	2	4	14	1	1	0	0	0	3	58	183	63	203	0	0
<b>SCHOOL OF ENGINEERING:</b>																
<b>Undergraduate</b>																
FY 1998	5	0	7	2	0	0	0	1	2	1	87	17	101	21	2	1
FY 1999	4	0	4	2	0	0	5	1	1	0	88	15	102	18	1	0
FY 2000	4	1	6	4	0	0	5	1	3	0	73	14	91	20	0	0
FY 2001	6	1	4	1	1	0	3	2	2	0	94	22	110	26	0	1
FY 2002	3	1	5	2	0	0	1	1	0	0	91	17	100	21	2	1
<b>Graduate</b>																
FY 1998	20	3	3	0	0	0	2	1	0	0	13	2	38	6	0	0
FY 1999	26	7	2	2	0	0	3	0	0	0	6	3	37	12	1	0
FY 2000	40	11	0	1	0	0	1	0	0	0	7	2	48	14	0	0
FY 2001	48	11	2	1	0	0	3	1	0	0	23	2	76	15	0	0
FY 2002	38	10	0	0	0	0	1	2	0	0	17	2	56	14	0	0
<b>SCHOOL OF NURSING:</b>																
<b>Undergraduate</b>																
FY 1998	1	1	0	12	0	1	1	4	0	2	19	110	21	130	0	0
FY 1999	0	0	0	17	0	0	1	2	1	2	15	106	17	127	0	0
FY 2000	0	0	1	13	1	1	0	3	0	1	18	115	20	133	0	0
FY 2001	0	0	1	10	0	0	1	4	1	2	13	108	16	124	0	1
FY 2002	0	0	0	11	0	0	0	0	0	1	19	86	19	98	0	0
<b>Graduate</b>																
FY 1998	0	0	0	1	0	0	0	1	0	1	6	39	6	42	0	0
FY 1999	0	0	1	4	0	1	0	1	0	0	4	24	5	30	0	0
FY 2000	0	0	0	4	0	0	0	0	0	0	3	41	3	45	0	0
FY 2001	0	0	0	0	0	0	0	0	0	1	9	68	9	69	0	0
FY 2002	0	0	0	0	0	0	0	0	0	1	5	32	5	33	0	1

NOTES: Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.  
Graduates include post-baccalaureate certificates, masters, specialist, doctoral and unclassified graduate students.

**Table 3.A**  
**Southern Illinois University Edwardsville**  
Degrees Completed by Racial/Ethnic Category, Gender and Disability Status  
by Student Level and School  
July 1, 1997 - June 30, 2002

	Non-Resid. Alien		Black		American Ind./		Asian/		Hispanic		White		TOTAL		Disabled Students	
	Men Women		Non-Hispanic		Alaska Native		Pacific Islander		Men Women		Non-Hispanic		Men Women		Men Women	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
<b>Undergraduate</b>																
FY 1998	13	7	43	113	2	2	8	16	8	16	442	770	516	924	18	13
FY 1999	12	5	27	99	3	5	13	12	9	14	479	762	543	897	6	15
FY 2000	10	7	49	107	4	4	18	22	9	11	516	782	606	933	9	10
FY 2001	15	11	38	109	2	5	9	16	11	13	569	958	644	1112	10	15
FY 2002	7	14	40	125	2	4	15	5	7	11	620	915	691	1074	8	18
<b>Graduate</b>																
FY 1998	37	23	14	20	2	0	7	7	3	2	195	395	258	447	0	4
FY 1999	40	25	18	31	1	1	5	9	4	4	180	401	248	471	2	2
FY 2000	54	20	12	33	0	1	3	1	4	0	216	374	289	429	1	0
FY 2001	65	29	11	19	2	1	5	4	3	4	220	381	306	438	1	2
FY 2002	73	32	9	33	4	4	9	9	3	9	201	360	299	447	0	2

SIUE SUMMARY:

Undergraduate

FY 1998

FY 1999

FY 2000

FY 2001

FY 2002

Graduate

FY 1998

FY 1999

FY 2000

FY 2001

FY 2002

NOTES: Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.  
Graduates include post-baccalaureate certificates, masters, specialist, doctoral and unclassified graduate students.

**Table 3.B**  
**Southern Illinois University Edwardsville**  
 Students Who Entered the University as New Freshmen  
 Graduated, Still Enrolled, or Non-Persisting by Year of Attendance  
 Black, Non-Hispanic Males

Entering Fall Term	N	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
1994	73	Graduated By:	0	0	1	3	6	11	11
		Still Enrolled in:	34	26	14	11	5	0	1
		Sum	34	26	14	11	11	12	11
1995	46	Non-persisters	39	47	58	59	62	61	62
		Graduated By:	0	0	2	8	12	12	12
		Still Enrolled in:	26	15	14	7	1	0	0
1996	43	Sum	26	15	16	15	13	12	12
		Non-persisters	20	31	30	31	33	34	34
		Graduated By:	0	1	2	4	7	7	7
1997	50	Still Enrolled in:	29	17	14	11	6	2	2
		Sum	29	17	16	15	13	9	9
		Non-persisters	14	26	27	28	30	34	34
1998	51	Graduated By:	0	0	2	6	6	6	6
		Still Enrolled in:	33	17	15	8	5	5	5
		Sum	33	17	17	14	11	11	11
1999	73	Non-persisters	17	33	33	36	39	39	39
		Graduated By:	0	0	0	0	0	0	0
		Still Enrolled in:	28	17	17	13	13	13	13
2000	69	Sum	28	17	17	13	13	13	13
		Non-persisters	23	34	34	38	38	38	38
		Graduated By:	0	0	0	0	0	0	0
2001	65	Still Enrolled in:	52	38	29	29	29	29	29
		Sum	52	38	29	29	29	29	29
		Non-persisters	21	35	44	44	44	44	44
2002	69	Graduated By:	0	0	0	0	0	0	0
		Still Enrolled in:	47	31	31	31	31	31	31
		Sum	47	31	31	31	31	31	31
2003	65	Non-persisters	22	38	38	38	38	38	38
		Graduated By:	0	0	0	0	0	0	0
		Still Enrolled in:	37	37	37	37	37	37	37
		Sum	37	37	37	37	37	37	37
2004	65	Non-persisters	28	38	38	38	38	38	38
		Graduated By:	0	0	0	0	0	0	0
		Still Enrolled in:	37	37	37	37	37	37	37
		Sum	37	37	37	37	37	37	37
2005	65	Non-persisters	28	38	38	38	38	38	38
		Graduated By:	0	0	0	0	0	0	0
		Still Enrolled in:	37	37	37	37	37	37	37
		Sum	37	37	37	37	37	37	37

Graduation information is not available until the end of the year; therefore, data in italics are provisional and will shift as graduation information through Summer 2002 is added.

NOTES: N<sup>1</sup> indicates the number of first-time, full-time, degree seeking freshmen in the designated ethnic/gender category who matriculated in the summer or fall term and were enrolled in the fall term. (IPEDS GRS COHORTS)  
 Enrollment in a year is determined at the fall census point; graduation is based on the fall through the next summer. (IPEDS GRS Definition).  
 Italicized numbers show Fall 2001 enrollment; but Graduation numbers for that period are not available until the end of the year.  
 Sum<sup>1</sup> indicates the number of students graduated by or still enrolled during the designated year.



**Table 3.B**  
**Southern Illinois University Edwardsville**

Students Who Entered the University as New Freshmen  
Graduated, Still Enrolled, or Non-Persisting by Year of Attendance

Black, Non-Hispanic Females

Entering Fall Term	N	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
1994	116	Graduated By:	0	4	14	18	21	23	23
		Still Enrolled in:	56	34	12	4	0	1	0
		Sum	56	27	26	22	21	24	23
1995	151	Non-persisters	60	82	90	94	95	92	93
		Graduated By:	0	0	8	28	40	46	46
		Still Enrolled in:	91	71	53	30	14	6	3
1996	148	Sum	91	71	61	58	54	52	49
		Non-persisters	60	80	90	93	97	99	102
		Graduated By:	0	1	8	26	32	32	32
1997	128	Still Enrolled in:	101	74	44	19	14	8	8
		Sum	101	75	52	45	46	40	40
		Non-persisters	47	73	96	103	102	108	108
1998	183	Graduated By:	0	0	11	33	33	33	33
		Still Enrolled in:	90	66	50	27	19	19	19
		Sum	90	66	61	60	52	52	52
1999	147	Non-persisters	38	62	67	68	76	76	76
		Graduated By:	0	0	15	13	13	13	13
		Still Enrolled in:	125	91	63	61	61	61	61
2000	152	Sum	125	91	78	76	76	76	76
		Non-persisters	58	92	105	107	107	107	107
		Graduated By:	0	0	0	0	0	0	0
2001	143	Still Enrolled in:	92	68	56	56	56	56	56
		Sum	92	68	56	56	56	56	56
		Non-persisters	55	78	91	91	91	91	91
2002	152	Graduated By:	0	0	0	0	0	0	0
		Still Enrolled in:	103	72	72	72	72	72	72
		Sum	103	72	72	72	72	72	72
2003	143	Non-persisters	49	80	80	80	80	80	80
		Graduated By:	0	0	0	0	0	0	0
		Still Enrolled in:	83	83	83	83	83	83	83
		Sum	83	83	83	83	83	83	83
2004	143	Non-persisters	60	60	60	60	60	60	60
		Graduated By:	0	0	0	0	0	0	0
		Still Enrolled in:	83	83	83	83	83	83	83
		Sum	83	83	83	83	83	83	83

Graduation information is not available until the end of the year; therefore, data in italics are provisional and will shift as graduation information through Summer 2002 is added.

NOTES: N' indicates the number of first-time, full-time, degree seeking freshmen in the designated ethnic/gender category who matriculated in the summer or fall term and were enrolled in the fall term. (IPEDS GRS COHORTS)  
Enrollment in a year is determined at the fall census point; graduation is based on the fall through the next summer. (IPEDS GRS Definition)  
Italicized numbers show Fall 2001 enrollment; but Graduation numbers for that period are not available until the end of the year.  
Sum' indicates the number of students graduated by or still enrolled during the designated year.

Table 3.B  
**Southern Illinois University Edwardsville**  
 Students Who Entered the University as New Freshmen  
 Graduated, Still Enrolled, or Non-Persisting by Year of Attendance  
 Hispanic Males

Entering Fall Term	N	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
1994	1	Graduated By:	0	0	1	1	1	1	1
		Still Enrolled in:	1	1	0	0	0	0	0
		Sum	1	1	1	1	1	1	1
1995	9	Non-persisters	0	0	0	0	0	0	0
		Graduated By:	0	0	1	2	2	2	2
		Still Enrolled in:	5	4	4	1	2	0	0
1996	8	Sum	5	4	5	3	4	2	2
		Non-persisters	4	5	4	6	5	7	7
		Graduated By:	0	0	0	1	1	1	1
1997	3	Still Enrolled in:	3	3	4	3	2	3	3
		Sum	3	3	4	4	3	4	4
		Non-persisters	5	5	4	4	5	4	4
1998	14	Graduated By:	0	0	2	2	2	2	2
		Still Enrolled in:	3	3	0	0	0	0	0
		Sum	3	3	2	2	2	2	2
1999	12	Non-persisters	0	0	1	1	1	1	1
		Graduated By:	0	0	1	1	1	1	1
		Still Enrolled in:	10	4	4	5	5	5	5
2000	7	Sum	10	4	5	6	6	6	6
		Non-persisters	4	10	9	8	8	8	8
		Graduated By:	0	0	0	0	0	0	0
2001	5	Still Enrolled in:	9	5	3	3	3	3	3
		Sum	9	5	3	3	3	3	3
		Non-persisters	3	7	9	9	9	9	9
2002	5	Graduated By:	0	0	0	0	0	0	0
		Still Enrolled in:	5	4	4	4	4	4	4
		Sum	5	4	4	4	4	4	4
2003	5	Non-persisters	2	3	3	3	3	3	3
		Graduated By:	0	0	0	0	0	0	0
		Still Enrolled in:	3	3	3	3	3	3	3
		Sum	3	3	3	3	3	3	3
		Non-persisters	2	3	3	3	3	3	3

Graduation information is not available until the end of the year; therefore, data in italics are provisional and will shift as graduation information through Summer 2002 is added.

NOTES: N' indicates the number of first-time, full-time, degree seeking freshmen in the designated ethnic/gender category who matriculated in the summer or fall term and were enrolled in the fall term. (IPEDS GRS COHORTS)  
 Enrollment in a year is determined at the fall census point; graduation is based on the fall through the next summer. (IPEDS GRS Definition).  
 Italicized numbers show Fall 2001 enrollment; but Graduation numbers for that period are not available until the end of the year.  
 Sum' indicates the number of students graduated by or still enrolled during the designated year.

Table 3.B

## Southern Illinois University Edwardsville

Students Who Entered the University as New Freshmen  
 Graduated, Still Enrolled, or Non-Persisting by Year of Attendance  
 Hispanic Females

Entering Fall Term	N	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
1994	8	Graduated By:	0	3	3	3	4	4	4
		Still Enrolled in:	6	5	2	2	1	0	1
		Sum	6	5	5	5	5	4	5
1995	6	Non-persisters	2	3	3	3	3	4	3
		Graduated By:	0	0	2	2	2	2	2
		Still Enrolled in:	5	3	1	0	0	0	0
1996	15	Sum	5	3	3	2	2	2	2
		Non-persisters	1	3	3	4	4	4	4
		Graduated By:	0	0	2	3	4	4	4
1997	3	Still Enrolled in:	11	5	2	3	2	2	2
		Sum	11	5	4	6	6	6	6
		Non-persisters	4	10	11	9	9	9	9
1998	9	Graduated By:	0	0	1	1	1	1	1
		Still Enrolled in:	1	1	0	0	0	0	0
		Sum	1	1	1	1	1	1	1
1999	11	Non-persisters	2	2	2	2	2	2	2
		Graduated By:	0	0	2	2	2	2	2
		Still Enrolled in:	8	6	5	4	4	4	4
2000	15	Sum	8	6	7	6	6	6	6
		Non-persisters	1	3	2	3	3	3	3
		Graduated By:	0	0	0	0	0	0	0
2001	14	Still Enrolled in:	7	7	7	7	7	7	7
		Sum	7	7	7	7	7	7	7
		Non-persisters	4	4	4	4	4	4	4
2002	15	Graduated By:	0	0	0	0	0	0	0
		Still Enrolled in:	10	9	9	9	9	9	9
		Sum	10	9	9	9	9	9	9
2003	15	Non-persisters	5	6	6	6	6	6	6
		Graduated By:	0	0	0	0	0	0	0
		Still Enrolled in:	9	9	9	9	9	9	9
2004	14	Sum	9	9	9	9	9	9	9
		Non-persisters	5	6	6	6	6	6	6
		Graduated By:	0	0	0	0	0	0	0
2005	14	Still Enrolled in:	9	9	9	9	9	9	9
		Sum	9	9	9	9	9	9	9
		Non-persisters	5	6	6	6	6	6	6

Graduation information is not available until the end of the year;  
 therefore, data in italics are provisional and will shift as graduation  
 information through Summer 2002 is added.

NOTES: N<sup>1</sup> indicates the number of first-time, full-time, degree seeking freshmen in the designated ethnic/gender category who matriculated in the summer or fall term and were enrolled in the fall term. (IPEDS GRS COHORTS)  
 Enrollment in a year is determined at the fall census point; graduation is based on the fall through the next summer. (IPEDS GRS Definition).  
 Italicized number show Fall 2001 enrollment; but Graduation numbers for that period are not available until the end of the year.  
 Sum<sup>1</sup> indicates the number of students graduated by or still enrolled during the designated year.

**Table 3.B**  
**Southern Illinois University Edwardsville**  
 Students Who Entered the University as New Freshmen  
 Graduated, Still Enrolled, or Non-Persisting by Year of Attendance  
 All Other Males

Entering Fall Term	N	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
1994	389	Graduated By:	0						
		Still Enrolled in:	266	198	148	105	123	147	156
		Sum	266	199	189	175	166	173	164
1995	386	Non-persisters	123	190	200	214	223	216	225
		Graduated By:	0	0	36	121	147	154	154
		Still Enrolled in:	266	212	146	55	21	15	16
1996	384	Sum	266	212	182	176	168	169	170
		Non-persisters	120	174	204	210	218	217	216
		Graduated By:	0	2	34	112	141	141	141
1997	432	Still Enrolled in:	260	209	152	63	29	26	26
		Sum	260	211	186	175	170	167	167
		Non-persisters	124	173	198	209	214	214	217
1998	489	Graduated By:	0	0	60	142	142	142	142
		Still Enrolled in:	316	251	181	78	71	71	71
		Sum	316	251	241	220	213	213	213
1999	472	Non-persisters	116	181	191	212	212	219	219
		Graduated By:	0	1	69	69	69	69	69
		Still Enrolled in:	330	292	191	182	182	182	182
2000	570	Sum	330	293	260	251	251	251	251
		Non-persisters	130	196	229	238	238	238	238
		Graduated By:	0	2	2	2	2	2	2
2001	608	Still Enrolled in:	330	285	269	269	269	269	269
		Sum	142	187	203	203	203	203	203
		Non-persisters	0	0	0	0	0	0	0
2001	608	Graduated By:	0	0	0	0	0	0	0
		Still Enrolled in:	414	345	345	345	345	345	345
		Sum	414	345	345	345	345	345	345
2001	608	Non-persisters	156	225	225	225	225	225	225
		Graduated By:	0	0	0	0	0	0	0
		Still Enrolled in:	417	417	417	417	417	417	417
		Sum	417	417	417	417	417	417	417
		Non-persisters	191	191	191	191	191	191	191

Graduation information is not available until the end of the year; therefore, data in italics are provisional and will shift as graduation information through Summer 2002 is added.

NOTES: N\* indicates the number of first-time, full-time, degree seeking freshmen in the designated ethnic/gender category who matriculated in the summer or fall term and were enrolled in the fall term. (IPEDS GRS COHORTS)  
 Enrollment in a year is determined at the fall census point; graduation is based on the fall through the next summer. (IPEDS GRS Definition).  
 Italicized numbers show Fall 2001 enrollment; but Graduation numbers for that period are not available until the end of the year.  
 Sum\* indicates the number of students graduated by or still enrolled during the designated year.  
 All Other Males\* includes the ethnic categories of American Indian/Alaskan Native, Asian/Pacific Islander, Non-Resident Alien and White Non-Hispanic.

**Southern Illinois University Edwardsville**  
**Students Who Entered the University as New Freshmen**  
**Graduated, Still Enrolled, or Non-Persisting by Year of Attendance**  
**All Student Summary**

Entering Fall Term	N		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
1994	998	Graduated By:	0	3	116	281	323	384	397	397
		Still Enrolled in:	646	494	346	160	94	39	21	21
		Sum	646	497	462	441	417	423	418	418
1995	1085	Non-persisters	352	501	536	557	581	575	580	580
		Graduated By:	0	3	153	371	449	469	469	469
		Still Enrolled in:	757	603	402	170	62	36	38	38
1996	1176	Sum	757	606	555	541	511	505	507	507
		Non-persisters	328	479	530	544	574	580	578	578
		Graduated By:	0	7	173	381	444	444	444	444
1997	1219	Still Enrolled in:	826	644	404	162	87	67	67	67
		Sum	826	650	577	543	531	511	511	511
		Non-persisters	350	526	599	633	645	665	665	665
1998	1406	Graduated By:	0	6	241	463	463	463	463	463
		Still Enrolled in:	897	700	425	168	142	142	142	142
		Sum	897	706	666	631	605	605	605	605
1999	1357	Non-persisters	322	513	553	588	614	614	614	614
		Graduated By:	0	8	257	257	257	257	257	257
		Still Enrolled in:	997	791	467	439	439	439	439	439
2000	1494	Sum	997	799	724	696	696	696	696	696
		Non-persisters	409	607	682	710	710	710	710	710
		Graduated By:	0	4	4	4	4	4	4	4
2001	1573	Still Enrolled in:	966	797	734	734	734	734	734	734
		Sum	966	801	738	738	738	738	738	738
		Non-persisters	391	556	619	619	619	619	619	619
2002	1594	Graduated By:	0	0	0	0	0	0	0	0
		Still Enrolled in:	1079	888	888	888	888	888	888	888
		Sum	1079	888	888	888	888	888	888	888
2003	1615	Non-persisters	415	606	606	606	606	606	606	606
		Graduated By:	0	0	0	0	0	0	0	0
		Still Enrolled in:	1083	1083	1083	1083	1083	1083	1083	1083
2004	1636	Sum	1083	1083	1083	1083	1083	1083	1083	1083
		Non-persisters	490	490	490	490	490	490	490	490
		Graduated By:	0	0	0	0	0	0	0	0
2005	1657	Still Enrolled in:	1083	1083	1083	1083	1083	1083	1083	1083
		Sum	1083	1083	1083	1083	1083	1083	1083	1083
		Non-persisters	490	490	490	490	490	490	490	490

NOTES: N<sup>1</sup> indicates the number of first-time, full-time, degree seeking freshmen in the designated ethnic/gender category who matriculated in the summer or fall term and were enrolled in the fall term. (IPEDS GRS COHORTS)

Enrollment in a year is determined at the fall census point; graduation is based on the fall through the next summer. (IPEDS GRS Definition).

Italicized numbers show Fall 2001 enrollment; but Graduation numbers for that period are not available until the end of the year.

Sum<sup>1</sup> indicates the number of students graduated by or still enrolled during the designated year.



Table 3.B  
Southern Illinois University Edwardsville

Students Who Entered the University as New Freshmen  
Graduated, Still Enrolled, or Non-Persisting by Year of Attendance  
All Other Females

Entering Fall Term	N	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
1994	411	Graduated By:	0	2	67	155	172	200	202
		Still Enrolled in:	283	230	158	65	40	12	8
		Sum	283	232	225	220	212	210	214
1995	487	Non-persisters	128	179	186	191	199	199	201
		Graduated By:	0	3	104	210	246	253	253
		Still Enrolled in:	364	298	184	77	24	15	19
1996	578	Sum	364	301	288	287	270	268	272
		Non-persisters	123	186	199	200	217	218	215
		Graduated By:	0	3	127	235	259	259	259
1997	603	Still Enrolled in:	422	336	188	63	34	26	26
		Sum	422	339	315	298	293	285	285
		Non-persisters	156	239	263	280	285	293	293
1998	660	Graduated By:	0	6	165	279	279	279	279
		Still Enrolled in:	454	362	179	55	47	47	47
		Sum	454	368	344	334	326	326	326
1999	642	Non-persisters	149	235	259	269	277	277	277
		Graduated By:	0	7	170	470	470	470	470
		Still Enrolled in:	467	381	187	174	174	174	174
2000	681	Sum	467	388	357	344	344	344	344
		Non-persisters	193	272	303	316	316	316	316
		Graduated By:	0	2	2	2	2	2	2
2001	738	Still Enrolled in:	476	396	372	372	372	372	372
		Sum	476	398	374	374	374	374	374
		Non-persisters	166	244	268	268	268	268	268
2002	781	Graduated By:	0	0	0	0	0	0	0
		Still Enrolled in:	500	427	427	427	427	427	427
		Sum	500	427	427	427	427	427	427
2003	819	Non-persisters	181	254	254	254	254	254	254
		Graduated By:	0	0	0	0	0	0	0
		Still Enrolled in:	534	427	427	427	427	427	427
2004	857	Sum	534	427	427	427	427	427	427
		Non-persisters	204	254	254	254	254	254	254
		Graduated By:	0	0	0	0	0	0	0
		Still Enrolled in:	534	427	427	427	427	427	427
		Sum	534	427	427	427	427	427	427
2005	901	Non-persisters	204	254	254	254	254	254	254
		Graduated By:	0	0	0	0	0	0	0
		Still Enrolled in:	534	427	427	427	427	427	427
2006	943	Sum	534	427	427	427	427	427	427
		Non-persisters	204	254	254	254	254	254	254
		Graduated By:	0	0	0	0	0	0	0
		Still Enrolled in:	534	427	427	427	427	427	427
		Sum	534	427	427	427	427	427	427

Graduation information is not available until the end of the year;  
therefore, data in italics are provisional and will shift as graduation  
information through Summer 2002 is added.

NOTES: N\* indicates the number of first-time, full-time, degree seeking freshmen in the designated ethnic/gender category who matriculated in the summer or fall term and were enrolled in the fall term. (IPEDS GRS COHORTS)  
Enrollment in a year is determined at the fall census point; graduation is based on the fall through the next summer. (IPEDS GRS Definition).  
Italicized numbers show Fall 2001 enrollment; but Graduation numbers for that period are not available until the end of the year.  
Sum\* indicates the number of students graduated by or still enrolled during the designated year.  
All Other Females\* includes the ethnic categories of American Indian/Alaskan Native, Asian/Pacific Islander, Non-Resident Alien and White Non-Hispanic.

**Southern Illinois University at Edwardsville**

Fall Term	N	Graduated, Still Enrolled, or Non-Persisting by Year of Attendance									
		All Student Summary									
		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9		
1994	998	Graduated By:	0.0%	0.3%	11.6%	28.2%	32.4%	38.5%	39.8%	39.8%	
		Still Enrolled in:	64.7%	49.5%	34.7%	16.0%	9.4%	3.9%	2.1%	2.1%	
		Sum	64.7%	49.8%	46.3%	44.2%	41.8%	42.4%	41.9%	41.9%	
1995	1085	Non-persisters	35.3%	50.2%	53.7%	55.8%	58.2%	57.6%	58.1%	58.1%	
		Graduated By:	0.0%	0.3%	14.1%	34.2%	41.4%	43.2%	43.2%	43.2%	
		Still Enrolled in:	69.8%	55.6%	37.1%	15.7%	5.7%	3.3%	3.5%	3.5%	
1996	1176	Sum	69.8%	55.9%	51.2%	49.9%	47.1%	46.5%	46.7%	46.7%	
		Non-persisters	30.2%	44.1%	48.8%	50.1%	52.9%	53.5%	53.3%	53.3%	
		Graduated By:	0.0%	0.6%	14.7%	32.4%	37.8%	37.8%	37.8%	37.8%	
1997	1219	Still Enrolled in:	70.2%	54.8%	34.4%	13.8%	7.4%	5.7%	5.7%	5.7%	
		Sum	70.2%	55.3%	49.1%	46.2%	45.2%	43.5%	43.5%	43.5%	
		Non-persisters	29.8%	44.7%	50.9%	53.8%	54.8%	56.5%	56.5%	56.5%	
1998	1406	Graduated By:	0.0%	0.5%	19.8%	38.0%	38.0%	38.0%	38.0%	38.0%	
		Still Enrolled in:	73.6%	57.4%	34.9%	13.8%	11.6%	11.6%	11.6%	11.6%	
		Sum	73.6%	57.9%	54.6%	51.8%	49.6%	49.6%	49.6%	49.6%	
1999	1357	Non-persisters	26.4%	42.1%	45.4%	48.2%	50.4%	50.4%	50.4%	50.4%	
		Graduated By:	0.0%	0.3%	0.3%	18.3%	18.3%	18.3%	18.3%	18.3%	
		Still Enrolled in:	71.2%	58.7%	54.1%	33.2%	31.2%	31.2%	31.2%	31.2%	
2000	1494	Sum	71.2%	59.0%	54.4%	49.5%	49.5%	49.5%	49.5%	49.5%	
		Non-persisters	28.8%	41.0%	45.6%	50.5%	50.5%	50.5%	50.5%	50.5%	
		Graduated By:	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
2001	1573	Still Enrolled in:	72.2%	59.4%	54.1%	49.5%	49.5%	49.5%	49.5%	49.5%	
		Sum	72.2%	59.4%	54.4%	49.5%	49.5%	49.5%	49.5%	49.5%	
		Non-persisters	27.8%	40.6%	45.6%	50.5%	50.5%	50.5%	50.5%	50.5%	

NOTES: N' indicates the number of first-time, full-time, degree seeking freshmen in the designated ethnic/gender category who matriculated in the summer or fall term and were enrolled in the fall term. (IPEDS GRS COHORTS)

Enrollment in a year is determined at the fall census point; graduation is based on the fall through the next summer. (IPEDS GRS Definition). Italicized numbers show Fall 2001 enrollment; but Graduation numbers for that period are not available until the end of the year.

Sum' indicates the number of students graduated by or still enrolled during the designated year.

**Table 4.A**  
**Southern Illinois University Edwardsville**  
*Headcount Employment of Faculty and Administrative Staff: All Employees*  
*by Racial/Ethnic Category and Gender*

	Non-Resident Alien		Black Non-Hispanic		Amer. Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		White Non-Hispanic		TOTAL	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
<b>Executive/Administrative/Managerial:</b>														
Fall 1998	1	0	9	10	0	0	5	0	0	0	99	54	114	64
Fall 1999	1	0	10	12	0	0	1	0	2	0	66	50	80	62
Fall 2000	0	0	13	13	0	0	1	0	1	0	74	58	89	71
Fall 2001 *	1	0	12	13	1	0	1	0	1	1	88	59	104	73
Fall 2002	2	0	7	15	1	0	1	1	0	1	89	57	100	74
<b>Faculty:</b>														
Fall 1998	6	2	19	21	0	0	28	4	5	6	317	273	375	306
Fall 1999	6	1	22	19	0	0	31	8	4	6	364	256	429	290
Fall 2000	11	2	23	24	0	0	31	7	3	5	373	266	441	304
Fall 2001	12	4	24	21	1	0	26	8	3	7	372	266	438	306
Fall 2002	11	6	20	22	0	0	31	10	4	6	364	266	430	312
<b>Professional Non-Faculty:</b>														
Fall 1998	2	0	19	78	0	0	2	1	2	3	103	125	128	207
Fall 1999	3	0	22	79	0	0	2	1	0	2	108	165	135	247
Fall 2000	3	0	24	85	0	0	3	1	0	2	116	166	146	254
Fall 2001	4	1	25	96	0	0	2	1	0	1	111	178	142	277
Fall 2002	4	1	26	89	0	0	2	1	0	2	107	182	139	275
<b>Secretarial/Clerical:</b>														
Fall 1998	0	0	8	30	0	0	0	0	0	2	25	320	33	352
Fall 1999	0	0	7	28	0	0	0	1	0	1	20	320	27	350
Fall 2000	0	0	5	28	0	0	0	1	0	1	16	312	21	342
Fall 2001	0	0	3	25	0	0	0	1	0	1	16	338	19	365
Fall 2002	0	0	4	20	0	0	0	1	0	1	14	333	18	355

\* Fall 2001 data for Executive/Administrative/Managerial include employees previous reported in 'Other Administrative', a category introduced for fall 2001 and discontinued by fall 2002.

Table 4.A  
Southern Illinois University Edwardsville  
Headcount Employment of Faculty and Administrative Staff: All Employees  
by Racial/Ethnic Category and Gender

	Non-Resident Alien		Black Non-Hispanic		Amer. Indian/ Alaskan Native		Asian/Pacific Islander		Hispanic		White Non-Hispanic		TOTAL	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
<b>Technical Para-Professional:</b>														
Fall 1998	0	0	13	110	0	0	0	3	0	2	42	97	55	212
Fall 1999	0	0	12	111	0	0	2	0	0	2	43	96	55	211
Fall 2000	0	0	11	116	0	0	2	0	0	2	44	88	55	208
Fall 2001	0	0	10	117	0	0	2	0	0	2	43	98	53	219
Fall 2002	0	0	10	118	0	0	2	0	0	3	39	102	49	225
<b>Skilled Craft:</b>														
Fall 1998	0	0	2	0	0	0	0	0	1	0	59	0	62	0
Fall 1999	0	0	2	0	0	0	0	0	1	0	53	0	56	0
Fall 2000	0	0	1	0	0	0	0	0	1	0	57	0	59	0
Fall 2001	0	0	1	0	0	0	0	0	1	0	62	0	64	0
Fall 2002	0	0	1	0	0	0	0	0	1	0	61	0	63	0
<b>Service Maintenance:</b>														
Fall 1998	0	0	31	37	0	0	0	0	0	1	89	48	120	86
Fall 1999	0	0	31	34	0	0	0	0	1	0	94	63	126	97
Fall 2000	0	0	33	40	0	0	0	0	1	0	94	57	128	97
Fall 2001	0	0	35	54	0	0	0	0	2	0	113	62	150	116
Fall 2002	0	0	33	47	0	0	0	0	2	0	120	54	155	101
<b>All SIUE Employees:</b>														
Fall 1998	9	2	101	286	0	0	35	8	8	14	734	917	887	1,227
Fall 1999	12	1	106	283	0	0	34	12	8	11	748	950	908	1,257
Fall 2000	14	2	110	306	0	0	35	11	6	10	774	947	939	1,276
Fall 2001	17	5	110	326	2	0	29	12	7	12	805	1,001	970	1,356
Fall 2002	17	7	101	311	1	0	34	15	7	13	794	996	954	1,342

Graduate Assistants are not included.

**Table 4.B**  
**Southern Illinois University Edwardsville**  
*Headcount Employment of Faculty and Administrative Staff: Full-Time New Hires*  
*by Racial/Ethnic Category and Gender*

	Non-Resident Alien		Black		Amer. Indian/ Alaskan Native		Asian/Pacific Islander		Hispanic		White		TOTAL	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
<b>Executive/Administrative/</b>														
<b>Managerial</b>														
Fall 1998	0	0	0	0	0	0	0	0	0	0	1	0	1	0
Fall 1999	0	0	1	1	0	0	0	0	1	0	3	2	5	3
Fall 2000	0	0	2	1	0	0	0	0	0	0	3	0	5	1
Fall 2001	0	0	0	0	1	0	0	0	0	0	5	3	6	3
Fall 2002	0	0	0	0	0	0	0	0	0	0	2	0	2	0
<b>Faculty:</b>														
Fall 1998	4	0	3	0	0	0	1	1	0	0	14	13	22	14
Fall 1999	1	0	0	3	0	0	2	2	0	0	19	19	22	24
Fall 2000	2	0	1	2	0	0	0	0	0	0	15	11	18	13
Fall 2001	2	1	1	2	0	0	1	1	0	1	20	22	24	27
Fall 2002	1	1	2	2	0	0	5	2	0	1	19	18	27	24
<b>Professional Non-Faculty:</b>														
Fall 1998	0	0	0	1	0	0	0	0	1	0	6	4	7	5
Fall 1999	1	0	3	9	0	0	0	0	0	0	2	11	6	20
Fall 2000	0	0	0	4	0	0	1	0	0	0	9	8	10	12
Fall 2001	1	1	1	7	0	0	1	0	0	1	6	5	9	14
Fall 2002	0	0	0	2	0	0	1	0	0	1	7	11	8	14
<b>Secretarial/Clerical:</b>														
Fall 1998	0	0	0	1	0	0	0	0	0	0	0	12	0	13
Fall 1999	0	0	0	0	0	0	0	0	0	0	0	8	0	8
Fall 2000	0	0	0	2	0	0	0	0	0	0	0	11	0	13
Fall 2001	0	0	0	1	0	0	0	0	0	0	0	17	0	18
Fall 2002	0	0	0	0	0	0	0	0	0	0	1	11	1	11

\* Fall 2001 data for Executive/Administrative/Managerial include employees previously reported in 'Other Administrative', a category introduced for fall 2001 and discontinued by fall 2002.



**Table 4.B**  
**Southern Illinois University Edwardsville**  
*Headcount Employment of Faculty and Administrative Staff: Full-Time New Hires*  
*by Racial/Ethnic Category and Gender*

	Non-Resident Alien		Black Non-Hispanic		Amer. Indian/ Alaskan Native		Asian/Pacific Islander		Hispanic		White Non-Hispanic		TOTAL	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
<b>Technical/Para Professional:</b>														
Fall 1998	0	0	0	1	0	0	0	0	0	0	0	2	0	3
Fall 1999	0	0	0	6	0	0	0	0	0	0	1	3	1	9
Fall 2000	0	0	0	0	0	0	0	0	0	0	1	2	1	2
Fall 2001	0	0	1	1	0	0	0	0	0	0	2	6	3	7
Fall 2002	0	0	0	2	0	0	0	0	0	0	0	0	0	2
<b>Skilled Craft:</b>														
Fall 1998	0	0	0	0	0	0	0	0	0	0	3	0	3	0
Fall 1999	0	0	0	0	0	0	0	0	0	0	2	0	2	0
Fall 2000	0	0	0	0	0	0	0	0	0	0	2	0	2	0
Fall 2001	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2002	0	0	0	0	0	0	0	0	0	0	1	0	1	0
<b>Service Maintenance:</b>														
Fall 1998	0	0	3	21	0	0	0	0	0	0	8	4	11	25
Fall 1999	0	0	3	22	0	0	0	0	0	0	2	7	5	29
Fall 2000	0	0	5	26	0	0	0	0	0	0	4	5	9	31
Fall 2001	0	0	7	41	0	0	0	0	1	0	13	6	21	47
Fall 2002	0	0	5	41	0	0	0	0	0	0	8	0	13	41
<b>All Newly Hired Full time SIUE Employees:</b>														
Fall 1998	4	0	6	24	0	0	1	1	1	0	32	35	44	60
Fall 1999	2	0	7	41	0	0	2	2	1	0	29	50	41	93
Fall 2000	2	0	8	35	0	0	1	0	0	0	34	37	45	72
Fall 2001	3	2	10	52	1	0	2	1	1	2	46	59	63	116
Fall 2002	1	1	7	47	0	0	6	2	0	2	38	40	52	92

Graduate Assistants are not included

Table 5.A  
Southern Illinois University Edwardsville  
Headcount Employment of RAMP Administrators  
by Racial/Ethnic Category and Gender

	Non-Resident Alien		Black Non-Hispanic		Amer. Indian/ Alaskan Native		Asian/Pacific Islander		Hispanic		White Non-Hispanic		TOTAL	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Fall 1998	0	0	1	1	0	0	1	0	0	0	10	4	12	5
Fall 1999	0	0	1	1	0	0	1	0	0	0	9	5	11	6
Fall 2000	0	0	1	1	0	0	1	0	0	0	10	6	12	7
Fall 2001	0	0	0	1	1	0	1	0	0	0	11	4	13	5
Fall 2002	0	0	0	1	1	0	1	0	0	0	10	4	12	5

**Table 5.B**  
**Southern Illinois University Edwardsville**  
*Job Classification Changes*  
*by EEO Category, Racial/Ethnic Category and Gender*

	Non-Resident Alien		Black Non-Hispanic		Amer Indian/ Alaskan Native		Asian/Pacific Islander		Hispanic		White Non-Hispanic		Total	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
<b>Executive/Administrative/</b>														
<b>Managerial:</b>														
Fall 1998	0	0	1	2	0	0	0	0	0	0	11	7	12	9
Fall 1999	0	0	1	1	0	0	0	0	0	0	12	5	13	6
Fall 2000	0	0	3	1	0	0	0	0	0	0	3	3	6	4
Fall 2001 *	0	0	3	2	0	0	0	0	0	0	4	4	7	6
Fall 2002	0	0	1	0	0	0	0	0	0	0	3	4	4	4
<b>Faculty:</b>														
Fall 1998	0	0	0	2	0	0	1	1	1	0	19	11	21	14
Fall 1999	0	0	4	0	0	0	1	0	0	0	31	25	36	25
Fall 2000	0	0	1	0	0	0	4	1	1	0	37	26	43	27
Fall 2001	1	1	3	3	0	0	4	0	0	0	36	24	44	28
Fall 2002	1	0	5	3	0	0	2	1	0	0	36	17	44	21
<b>Professional Non-Faculty:</b>														
Fall 1998	0	0	0	4	0	0	0	0	0	0	11	16	11	20
Fall 1999	0	0	5	15	0	0	0	0	0	1	10	9	15	25
Fall 2000	0	0	3	7	0	0	0	0	0	0	6	19	9	26
Fall 2001	0	0	3	11	0	0	0	0	0	1	15	15	18	27
Fall 2002	0	0	0	4	0	0	0	0	0	0	8	11	8	15
<b>Secretarial/Clerical:</b>														
Fall 1998	0	0	0	4	0	0	0	0	0	1	5	35	5	40
Fall 1999	0	0	1	3	0	0	0	0	0	0	5	30	6	33
Fall 2000	0	0	0	6	0	0	0	1	0	0	3	52	3	59
Fall 2001	0	0	1	6	0	0	0	0	0	0	1	58	2	64
Fall 2002	0	0	0	1	0	0	0	0	0	0	1	52	1	53

\* Fall 2001 data for Executive/Administrative/Managerial include employees previously reported in 'Other Administrative', a category introduced for fall 2001 and discontinued by fall 2002.

**Table 5.B**  
**Southern Illinois University Edwardsville**  
*Job Classification Changes*  
*by EEO Category, Racial/Ethnic Category and Gender*

	Non-Resident Alien		Black Non-Hispanic		Amer Indian/ Alaskan Native		Asian/Pacific Islander		Hispanic		White Non-Hispanic		Total	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
<b>Technical/Para-Professional:</b>														
Fall 1998	0	0	0	4	0	0	0	0	0	1	3	10	3	15
Fall 1999	0	0	0	3	0	0	0	0	0	0	5	13	5	16
Fall 2000	0	0	3	8	0	0	0	0	0	0	1	8	4	16
Fall 2001	0	0	0	8	0	0	0	0	0	0	5	7	5	15
Fall 2002	0	0	0	6	0	0	0	0	0	0	2	9	2	15
<b>Skilled Craft:</b>														
Fall 1998	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Fall 1999	0	0	0	0	0	0	0	0	0	0	4	0	4	0
Fall 2000	0	0	0	0	0	0	0	0	0	0	1	0	1	0
Fall 2001	0	0	0	0	0	0	0	0	0	0	1	0	1	0
Fall 2002	0	0	0	0	0	0	0	0	0	0	1	0	1	0
<b>Service Maintenance:</b>														
Fall 1998	0	0	0	1	0	0	0	0	0	0	4	2	4	3
Fall 1999	0	0	2	0	0	0	0	0	0	0	16	9	18	9
Fall 2000	0	0	1	0	0	0	0	0	0	0	3	5	4	5
Fall 2001	0	0	0	3	0	0	0	0	0	0	8	5	8	8
Fall 2002	0	0	1	1	0	0	0	0	0	0	15	2	16	3
<b>All SIUE Employees:</b>														
Fall 1998	0	0	1	17	0	0	1	1	1	2	53	81	56	101
Fall 1999	0	0	13	22	0	0	1	0	0	1	83	91	97	114
Fall 2000	0	0	11	22	0	0	4	2	1	0	54	113	70	137
Fall 2001	1	1	10	33	0	0	4	0	0	1	70	113	85	148
Fall 2002	1	0	7	15	0	0	2	1	0	0	66	95	76	111

Graduate Assistants are not included.









Figure 1  
Trends in Enrollment, 1998-2002

**Total**

	1998	1999	2000	2001	2002
Undergrad					
Graduate					
Professional	291	291	288	284	287
<b>Total</b>	<b>291</b>	<b>291</b>	<b>288</b>	<b>284</b>	<b>287</b>

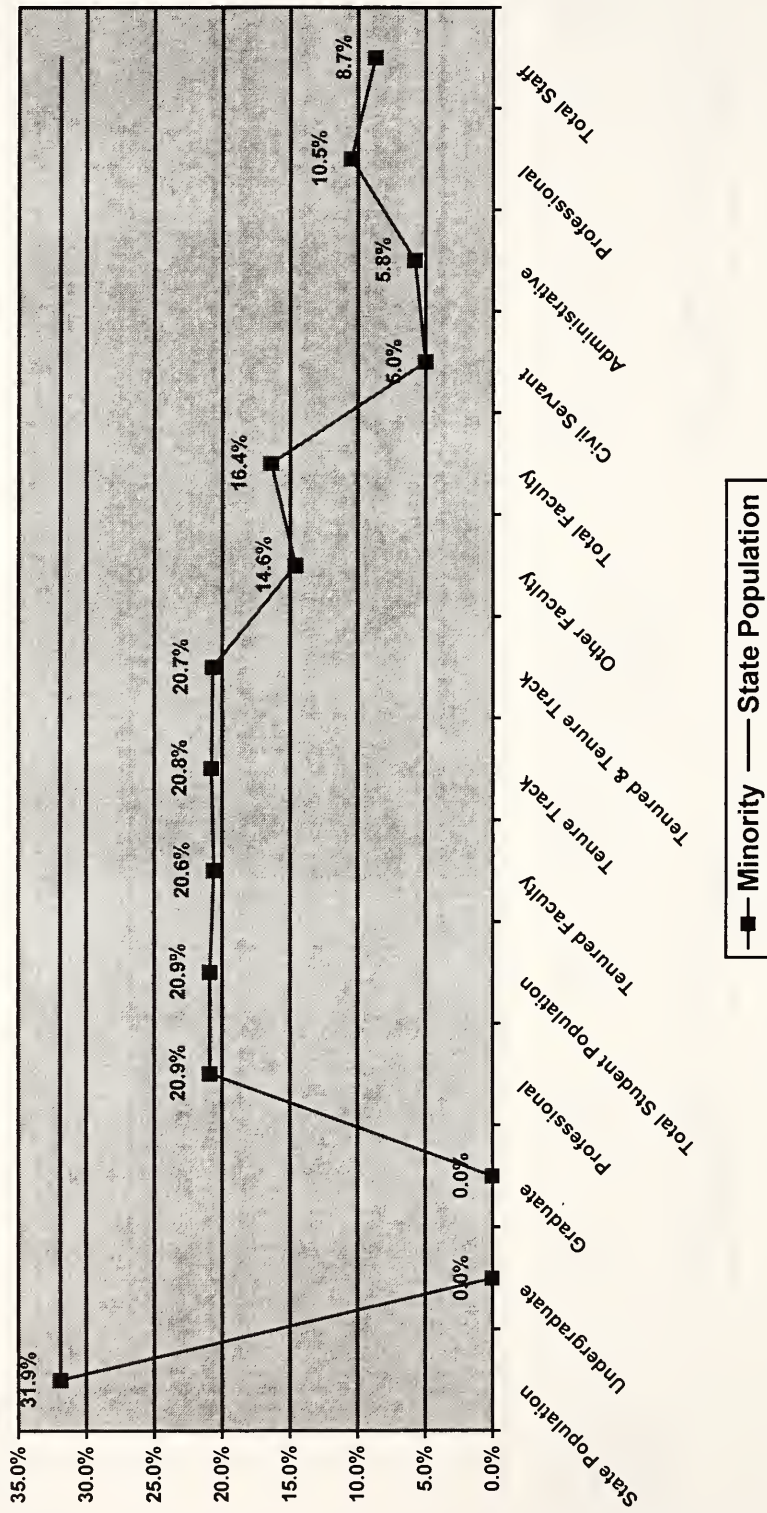
	Enrollment		Change		Enrollment		Change	
	1998	2002	Number	%	2001	2002	Number	%
Undergrad								
Graduate								
Professional	291	287	(4)	(1.4%)	284	284	3	1.1%
<b>Total</b>	<b>291</b>	<b>287</b>	<b>(4)</b>	<b>(1.4%)</b>	<b>284</b>	<b>284</b>	<b>3</b>	<b>1.1%</b>

**Female**

	1998	1999	2000	2001	2002
Undergrad					
Graduate					
Professional	125	120	124	138	141
	43.0%	42.1%	43.1%	43.1%	48.6%
<b>Total</b>	<b>125</b>	<b>120</b>	<b>124</b>	<b>138</b>	<b>141</b>
	<b>43.0%</b>	<b>42.1%</b>	<b>43.1%</b>	<b>43.1%</b>	<b>48.6%</b>

	Enrollment		Change		Enrollment		Change	
	1998	2002	Number	%	2001	2002	Number	%
Undergrad								
Graduate								
Professional	125	141	16	12.8%	138	141	3	2.2%
<b>Total</b>	<b>125</b>	<b>141</b>	<b>16</b>	<b>12.8%</b>	<b>138</b>	<b>141</b>	<b>3</b>	<b>2.2%</b>

**Graph 1**  
**2002 Comparative Data for Minority Students and Staff**



**APPENDIX 1: Supplemental Student Data**  
**TABLE 1: Applications, Admissions, and Enrollment Form**  
**First Professional Students**

	<b>Black Non-Hispanic</b>	<b>Hispanic</b>	<b>White Non-Hispanic</b>	<b>Amer Indian Alaskan Native</b>	<b>Asian/ Pacific Islander</b>	<b>Total Minority*</b>	<b>Total</b>
<b>Actual</b>							
Number of completed applications for Fall 2002 (7/12/02)	75	14	442	3	184	276	718
Number of above applications accepted for admission	22	4	113	3	27	56	169
Number of acceptances enrolling Fall 2002	8	2	52	0	10	20	72
Number of completed applications for Fall 2001	84	45	505	6	185	320	825
Number of above applications accepted for admission	12	10	111	2	18	42	153
Number of acceptances enrolling Fall 2001	2	2	58	1	7	12	70
Number of completed applications for Fall 2000	75	36	600	2	207	320	920
Number of above applications accepted for admission	10	3	128	1	28	42	170
Number of acceptances enrolling Fall 2000	1	2	61	1	7	11	72
Number of completed applications for Fall 1999	83	41	650	6	259	389	1039
Number of above applications accepted for admission	16	4	102	2	12	34	136
Number of acceptances enrolling Fall 1999	4	2	59	1	6	13	72
Number of completed applications for Fall 1998	88	45	790	6	337	476	1266
Number of above applications accepted for admission	10	6	95	5	12	33	128
Number of acceptances enrolling Fall 1998	3	4	55	1	9	17	72



Number of completed applications for Fall 1993	Black Non-Hispanic	Hispanic	White Non-Hispanic	Amer Indian Alaskan Native	Asian/Pacific Islander	Total Minority*	Total
Number of above applications accepted for admission							
Number of acceptances enrolling Fall 1993	7	1	59	0	5	13	72
	Black Non-Hispanic	Hispanic	White Non-Hispanic	Amer Indian Alaskan Native	Asian/Pacific Islander	Total Minority*	Total
All Illinois <sup>1</sup>							
Cook/Collar Counties - Northern Illinois	13.7%	10.7%	72.0%	0.1%	3.5%	28.0%	100.0%
Central/Southern Illinois	16.6%	14.4%	64.3%	0.1%	4.6%	35.7%	100.0%
	6.9%	1.9%	89.9%	0.2%	1.1%	10.1%	100.0%
2002 enrollees/matriculants	11.1%	2.8%	72.2%	0.0%	13.9%	27.8%	100.0%
2002 enrollment (includes MSI - MSIV)	5.9%	2.8%	79.1%	.7%	11.5%	20.9%	100.0%

<sup>1</sup> Source of Illinois and regional data is 2000 Census; source of student data is Office of Student Affairs.

# APPENDIX 1: TABLE 2

## SIU SCHOOL OF MEDICINE MINORITY ENROLLMENT

ACADEMIC YEAR	TOTAL ENROLLMENT	BLACK	HISPANIC	NATIVE AMERICAN	ASIAN/ PACIFIC ISLANDER	TOTAL MINORITY ENROLLMENT	PERCENT MINORITY ENROLLMENT
2002-03	287	17	8	2	33	60	20.9%
2001-02	284	11	7	4	32	54	19.0%
2000-01	288	9	7	4	29	49	17.0%
1999-00	291	10	7	3	32	52	17.9%
1998-99	291	13	9	2	32	56	19.2%
1997-98	287	12	6	2	30	50	17.4%
1996-97	290	18	8	2	31	59	20.3%
1995-96	287	23	8	2	26	59	20.6%
1994-95	287	24	5	1	29	59	20.6%
1993-94	284	22	5	0	27	54	19.0%

# APPENDIX 1: TABLE 3

## SIU SCHOOL OF MEDICINE CURRENT GRADUATE DATA AS COMPARED TO ENROLLMENT

ACADEMIC YEAR	TOTAL ENROLLMENT	BLACK	HISPANIC	NATIVE AMERICAN	ASIAN/ PACIFIC ISLANDER	TOTAL MINORITY ENROLLMENT	MINORITY PERCENT
2002-03 Enrollment	287	17	8	2	33	60	20.9%
2003 Graduates	70	3	2	1	8	14	20.0%
2003 URM <sup>2</sup> Graduates		3	2	1		6	8.6%
2001-02 Enrollment	284	11	7	4	32	54	19.0%
2002 Graduates	67	2	2	1	9	14	20.9%
2002 URM <sup>3</sup> Graduates		2	2	1		5	7.5%
2000-01 Enrollment	288	9	7	4	29	49	17.0%
1999-00 Enrollment	291	10	7	3	32	52	17.9%
1998-99 Enrollment	291	13	9	2	32	56	19.2%
1997-98 Enrollment	287	12	6	2	30	50	17.4%
1996-97 Enrollment	290	18	8	2	31	59	20.3%
1995-96 Enrollment	287	23	8	2	26	59	20.6%
1994-95 Enrollment	287	24	5	1	29	59	20.6%
1993-94 Enrollment	284	22	5	0	27	54	19.0%
1992-93 Enrollment	286	21	5	0	26	52	18.2%
1993 Graduates	71	5	1	0	3	9	12.7%
1993 URM Graduates		5	1			6	8.5%

<sup>2</sup> Graduates in racial/ethnic categories considered to be underrepresented minorities in medicine. Percentage represents URM graduates as compared to the total graduating class.

<sup>3</sup> Graduates in racial/ethnic categories considered to be underrepresented minorities in medicine. Percentage represents URM graduates as compared to the total graduating class.

# APPENDIX 1: TABLE 4

## SIU SCHOOL OF MEDICINE FEMALE ENROLLMENT

ACADEMIC YEAR	TOTAL ENROLLMENT	MINORITY FEMALES	FEMALES	PERCENT MINORITY FEMALES	PERCENT FEMALES
2002-03	287	34	141	11.8%	48.6%
2001-02	284	31	138	10.9%	43.1%
2000-01	288	36	124	12.5%	43.0%
1999-00	291	26	120	8.9%	41.2%
1998-99	291		125		43.0%
1997-98	287		124		43.2%
1996-97	290		137		47.2%
1995-96	287		133		46.3%
1994-95	287		128		44.6%
1993-94	284		128		45.1%

## APPENDIX 2: SUPPLEMENTAL MEDPREP DATA

**TABLE 1: APPLICATIONS, ADMISSIONS, AND ENROLLMENT  
ACADEMIC YEARS 2002-03 AND 2003-04**

Institution: Southern Illinois University Carbondale

Indicate college or program if reporting separately: MEDPREP/SIU School of Medicine

	Black Non-Hispanic		Hispanic		White Non-Hispanic		Amer Indian Alaskan Native		Asian/ Pacific Islander		Non-Resident Alien		Total*	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
<b>Graduate Students</b>														
Number of completed applications for Entry Year 2003 <sup>4</sup>	42	107	6	9	5	2	0	1	2	5	0	0	59*	126*
Number of above applications accepted for admission	8	30	5	2	0	1	0	0	0	1	0	0	11	33
Number of acceptances enrolling Entry Year 2003	7	23	3	2	0	1	0	0	0	0	0	0	10	26
<b>Graduate Students</b>														
Number of completed applications for Entry Year 2002 <sup>5</sup>	41	128	9	10	1	6	0	0	2	3	0	0	53	147
Number of above applications accepted for admission	9	30	5	2	0	1	0	0	0	1	0	0	14	34
Number of acceptances enrolling Entry Year 2002	11	18	3	1	0	1	0	0	0	1	0	0	14	21

\* Total 2003 applications also includes two males and one female who checked "Other" on application; it is believed that all three are of Middle Eastern ethnicity.

<sup>4</sup> MEDPREP program has a June enrollment date.

<sup>5</sup> MEDPREP program has a June enrollment date.



# APPENDIX 2: SUPPLEMENTAL MEDPREP DATA (continued)

TABLE 2: SIU SCHOOL OF MEDICINE  
DEMOGRAPHICS OF MEDPREP STUDENT POPULATION

	Black		Hispanic		NA/AN		AS/PI		White		Other		Total URM	Total Min	Total All
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			
2003-04 New Enrollees	7 19.4%	23 63.9%	3 8.3%	2 5.6%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 2.8%	0 0.0%	0 0.0%	34 94.4%	35 97.2%	36 100%
2002-03	23 31.1%	45 60.8%	3 4.1%	1 1.4%	0 0.0%	0 0.0%	1 1.4%	1 1.4%	0 0.0%	1 1.4%	0 0.0%	0 0.0%	70 94.6%	72 97.3%	74 100%
2001-02	20 27.8%	39 54.2%	4 5.6%	3 4.1%	0 0.0%	1 1.4%	1 1.4%	1 1.4%	0 0.0%	3 4.1%	0 0.0%	0 0.0%	67 93.1%	68 94.5%	72 100%
2000-01	20 25.0%	42 52.5%	2 2.5%	7 8.8%	1 1.2%	5 6.3%	0 0.0%	0 0.0%	1 1.2%	2 2.5%	0 0.0%	0 0.0%	77 96.3%	77 96.3%	80 100%
1999-00	19 25.7%	40 54.1%	5 6.8%	5 6.8%	1 1.3%	1 1.3%	0 0.0%	0 0.0%	2 2.7%	1 1.3%	0 0.0%	0 0.0%	71 96.0%	71 96.0%	74 100%
1998-99	15 20.3%	44 59.5%	6 8.1%	4 5.4%	0 0.0%	1 1.3%	0 0.0%	0 0.0%	1 1.3%	3 4.1%	0 0.0%	0 0.0%	70 94.6%	70 94.6%	74 100%
1997-98	16 18.0%	52 58.5%	4 4.5%	5 5.6%	0 0.0%	1 1.1%	3 3.4%	0 0.0%	2 2.2%	6 6.7%	0 0.0%	0 0.0%	78 87.6%	81 91.0%	89 100%
1996-97	16 20.0%	45 56.3%	3 3.8%	4 5.0%	0 0.0%	0 0.0%	2 2.4%	0 0.0%	3 3.8%	7 8.7%	0 0.0%	0 0.0%	68 85.1%	70 87.5%	80 100%
1995-96	17 20.5%	51 61.5%	2 2.4%	5 6.0%	1 1.2%	0 0.0%	0 0.0%	0 0.0%	3 3.6%	3 3.6%	0 0.0%	1 1.2%	76 91.6%	76 91.6%	83 100%
1994-95	14 16.4%	53 62.3%	6 7.1%	8 9.4%	1 1.2%	0 0.0%	0 0.0%	0 0.0%	1 1.2%	2 2.4%	0 0.0%	0 0.0%	82 96.5%	82 96.5%	85 100%
1993-94	18 22.5%	46 57.5%	4 5.0%	3 3.8%	0 0.0%	0 0.0%	0 0.0%	2 2.5%	1 1.2%	6 7.5%	0 0.0%	0 0.0%	71 88.8%	73 91.3%	80 100%
1992-93	22 25.3%	46 52.9%	3 3.4%	2 2.3%	0 0.0%	2 2.3%	1 2.3%	1 1.2%	3 3.4%	6 6.9%	0 0.0%	0 0.0%	75 86.2%	78 89.7%	87 100%

# APPENDIX 2: SUPPLEMENTAL MEDPREP DATA (continued)

## TABLE 3: RECRUITMENT/ACCEPTANCE OF MEDPREP ALUMNI TO MEDICAL/HEALTH CAREER SCHOOLS IN THE UNITED STATES

MEDICAL SCHOOL/HEALTH CAREER SCHOOL	NUMBER OF STUDENTS MATRICULATING FALL OF					Accepted Fall 2003
	1998	1999	2000	2001	2002	
Albert Einstein College of Medicine of New York University					✓	X
Allegheny University School of Medicine (Hahnemann)	3	2	3	1		X
Boston University School of Medicine						X
Case Western-Reserve University School of Medicine	1	2	✓	2	2	X
Columbia University College of Physicians and Surgeons						X
Drew/UCLA Joint Medical Program				✓		
East Carolina University Brody School of Medicine			✓			X
East Tennessee State University Quillen College of Medicine						X
Emory University School of Medicine				✓	✓	X
George Washington University School of Medicine				1		X
Georgetown University School of Medicine	3		✓	1	2	X
Howard University College of Medicine	2				1	X
Indiana University School of Medicine		1				
Jefferson Medical College of Thomas Jefferson University	✓	1	✓			
Logan Chiropractic College						
Loma Linda University School of Medicine	1	1	1	✓		X
**Loyola University Medical Center/Stritch School of Medicine	✓	1				
Medical College of Ohio	✓	1				
Medical College of Wisconsin	✓	1				
Medical University of South Carolina College of Medicine				1		
Meharry Medical College School of Medicine	1		✓	1	✓	X
Mercer University School of Medicine	✓			✓		X
Michigan State University College of Human Medicine						
Morehouse School of Medicine	1					X
Mount Sinai School of Medicine			1			
New York College of Osteopathic Medicine				1		
New York Medical College						X
New York University School of Medicine					✓	X
Northeastern Ohio Universities College of Medicine					1	
**Northwestern University Medical School		✓				
Ohio State University College of Medicine		1				
Ohio University College of Osteopathic Medicine	✓		✓			
Philadelphia College of Osteopathic Medicine			✓			
Ross University School of Medicine	3			2	2	X
**Rush Medical College of Rush University		✓				X
Saint Louis University School of Medicine	✓	7	6	3		
<b>***Southern Illinois University School of Medicine</b>						
SIU School of Medicine MEDPREP acceptances	7	4	3	2	7	X
	11	13	10	8	9	10
<b>***Southern Illinois University School of Dental Medicine</b>						
State University of New York Health Science/Stony Brook			✓	1		
State University of New York Health Science/Syracuse			✓			
Temple University School of Medicine/Dentistry		1	✓	5	3	





### APPENDIX 3: Data Relating to Recruitment of Faculty and Staff

**TABLE 1: Faculty, Administrative, and Professional New Hires**

Southern Illinois University School of Medicine  
January 1 through December 31, 2002

<b>Faculty (Tenure Track)</b>								
	White	Black	Asian	Hispanic	Amer. In.	Total	Female #/%	Minority #/%
Male	4	1	1	0	0	6		
Female	1	0	0	0	0	1	1/14.3%	2/28.6%
Total	5	1	1	0	0	7		
<b>Faculty (Alternate Track)</b>								
	White	Black	Asian	Hispanic	Amer. In.	Total	Female #/%	Minority #/%
Male	9	1	2	0	0	12		
Female	5	0	3	0	0	8	8/40.0%	6/30.0%
Total	14	1	5	0	0	20		
<b>Subtotal - Faculty</b>								
	White	Black	Asian	Hispanic	Amer. In.	Total	Female #/%	Minority #/%
Male	13	2	3	0	0	18		
Female	6	0	3	0	0	9	9/33.3%	8/29.6%
Total	19	2	6	0	0	27		
<b>Administrative</b>								
	White	Black	Asian	Hispanic	Amer. In.	Total	Female #/%	Minority #/%
Male	1	0	0	0	0	1		
Female	1	0	0	0	0	1	1/50.0%	0/0.0%
Total	2	0	0	0	0	2		
<b>Professional</b>								
	White	Black	Asian	Hispanic	Amer. In.	Total	Female #/%	Minority #/%
Male	10	0	2	0	0	12		
Female	15	0	3	0	0	18	18/60.0%	5/16.7%
Total	25	0	5	0	0	30		
<b>Subtotal - Administrative and Professional</b>								
	White	Black	Asian	Hispanic	Amer. In.	Total	Female #/%	Minority #/%
Male	11	0	2	0	0	13		
Female	16	0	3	0	0	19	19/59.4%	5/15.6%
Total	27	0	5	0	0	32		

**Total New Faculty, Administrative, and Professional Hires**

	White	Black	Asian	Hispanic	Amer. In.	Total	Female #/%	Minority #/%
Male	24	2	5	0	0	31		
Female	22	0	6	0	0	28	28/47.5%	13/22.0%
Total	46	2	11	0	0	59		

**Percentage New Faculty, Administrative, and Professional Hires**

	White	Black	Asian	Hispanic	Amer. In.	Total
Male	40.7%	3.4%	8.4%	0.0%	0.0%	52.5%
Female	37.3%	0.0%	10.2%	0.0%	0.0%	47.5%
Total	78.0%	3.4%	18.6%	0.0%	0.0%	100.0%

Percentages have been adjusted for rounding purposes.



**APPENDIX 3: TABLE 2**  
**Civil Service New Hires**

**Southern Illinois University School of Medicine**  
**January 1 through December 31, 2002**

<b>Executive/Administrative</b>								
	White	Black	Asian	Hispanic	Amer. In.	Total	Female #/%	Minority #/%
Male	0	0	0	0	0	0		
Female	0	0	0	0	0	0	0/0.0%	0/0.0%
Total	0	0	0	0	0	0		
<b>Professional</b>								
	White	Black	Asian	Hispanic	Amer. In.	Total	Female #/%	Minority #/%
Male	1	0	0	0	0	1		
Female	8	0	0	0	0	8	8/88.9%	0/0.0%
Total	9	0	0	0	0	9		
<b>Secretarial/Clerical</b>								
	White	Black	Asian	Hispanic	Amer. In.	Total	Female #/%	Minority #/%
Male	3	0	0	0	0	3		
Female	40	4	0	0	0	44	44/93.6%	4/8.5%
Total	43	4	0	0	0	47		
<b>Technical/ Paraprofessional</b>								
	White	Black	Asian	Hispanic	Amer. In.	Total	Female #/%	Minority #/%
Male	4	0	0	0	0	4		
Female	5	0	0	0	0	5	5/55.6%	0/0.0%
Total	9	0	0	0	0	9		
<b>Skilled Craft</b>								
	White	Black	Asian	Hispanic	Amer. In.	Total	Female #/%	Minority #/%
Male	0	0	0	0	0	0		
Female	0	0	0	0	0	0	0/0.0%	0/0.0%
Total	0	0	0	0	0	0		
<b>Service/Maintenance</b>								
	White	Black	Asian	Hispanic	Amer. In.	Total	Female #/%	Minority #/%
Male	2	0	0	0	0	2		
Female	0	0	0	0	0	0	0/0.0%	0/0.0%
Total	2	0	0	0	0	2		
<b>Total Civil Service New Hires</b>								
	White	Black	Asian	Hispanic	Amer. In.	Total	Female #/%	Minority #/%
Male	10	0	0	0	0	10		
Female	53	4	0	0	0	57	57/85.1%	4/6.0%
Total	63	4	0	0	0	67		
<b>Percentage</b>								
	White	Black	Asian	Hispanic	Amer. In.	Total		
Male	14.9%	0.0%	0.0%	0.0%	0.0%	14.9%		
Female	79.1%	6.0%	0.0%	0.0%	0.0%	85.1%		
Total	94.0%	6.0%	0.0%	0.0%	0.0%	100.0%		

**APPENDIX 3: TABLE 3**  
**Historical Comparison of Faculty and Staff by Gender and EEO Code**  
**Southern Illinois University School of Medicine**

**Administrators (EEO Code A) by Gender<sup>6</sup>**

Year	Male		Female		Total	
	Count	Percentage	Count	Percentage	Count	Percentage
1998	43	63.2%	25	36.8%	68	100.0%
2002	32	64.0%	18	36.0%	50	100.0%
Change	(11)		(7)		(18)	
% Change		(25.6%)		(28.0%)		(26.5%)

**Faculty (EEO Code B) by Gender**

Year	Male		Female		Total	
	Count	Percentage	Count	Percentage	Count	Percentage
1998	174	56.1%	136	43.9%	310	100.0%
2002	167	56.0%	131	44.0%	298	100.0%
Change	(7)		(5)		(12)	
% Change		(4.0%)		(3.7%)		(3.9%)

**Administrative Managerial (EEO Code H) by Gender (New EEO Code 2001)**

Year	Male		Female		Total	
	Count	Percentage	Count	Percentage	Count	Percentage
1998						
2002	1	50.0%	1	50.0%	2	100.0%
Change	1		1		2	
% Change						

**Professional (EEO Code C) by Gender**

Year	Male		Female		Total	
	Count	Percentage	Count	Percentage	Count	Percentage
1998	58	25.8%	167	74.2%	225	100.0%
2002	68	21.2%	253	78.8%	321	100.0%
Change	10		86		96	
% Change		17.2%		51.5%		42.7%

<sup>6</sup> Regulations for EEO Codes changed effective October 2001, requiring reallocation of certain types of positions previously assigned EEO Codes A and C to a new Code (H), Administrative/Managerial. Comparisons of statistics from Codes A, C, and H will be skewed by the change.

**Secretarial/Clerical (EEO Code D) by Gender**

Year	Male		Female		Total	
	Count	Percentage	Count	Percentage	Count	Percentage
1998	17	5.1%	315	94.9%	332	100.0%
2002	21	5.9%	333	94.1%	354	100.0%
Change	4		18		22	
% Change		23.5%		5.7%		6.6%

**Technical/Paraprofessional (EEO Code E) by Gender**

Year	Male		Female		Total	
	Count	Percentage	Count	Percentage	Count	Percentage
1998	54	35.1%	100	64.9%	154	100.0%
2002	40	32.8%	82	67.2%	122	100.0%
Change	(14)		(18)		(32)	
% Change		(25.9%)		(18.0%)		(20.8%)

**Skilled Crafts (EEO Code F) by Gender**

Year	Male		Female		Total	
	Count	Percentage	Count	Percentage	Count	Percentage
1998	3	100.0%	0	0.0%	3	100.0%
2002	2	100.0%	0	0.0%	2	100.0%
Change	(1)		0		(1)	
% Change		(33.3%)		0.0%		(33.3%)

**Unskilled (EEO Code G) by Gender**

Year	Male		Female		Total	
	Count	Percentage	Count	Percentage	Count	Percentage
1998	36	92.3%	3	7.7%	39	100.0%
2002	32	86.5%	5	13.5%	37	100.0%
Change	(4)		2		(2)	
% Change		(11.1%)		66.7%		(5.1%)

**Total (all EEO Codes) by Gender**

Year	Male		Female		Total	
	Count	Percentage	Count	Percentage	Count	Percentage
1998	385	34.0%	746	66.0%	1131	100.0%
2002	363	30.6%	823	69.4%	1186	100.0%
Change	(22)		77		55	
% Change		(5.7%)		10.3%		4.9%

**APPENDIX 3: TABLE 4**  
**Historical Comparison of Faculty, PAA's and Staff by Gender**  
**Southern Illinois University School of Medicine**

	Faculty				2002 New Hires	
	1998		2002			
	Employee Count	% of Total Faculty	Employee Count	% of Total Faculty	Employee Count	% of Total Faculty
Tenured and Tenure Track Female Faculty	21	6.8%	22	7.4%	1	3.7%
Alternate Track Female Faculty	115		109		8	
Female Faculty as % of Faculty		37.1%		36.6%		29.6%
<b>Total Female Faculty</b>	<b>136</b>	<b>43.9%</b>	<b>131</b>	<b>44.0%</b>	<b>9</b>	<b>33.3%</b>
Total Faculty Count	310		298		27	
Faculty as % of Total Employees		27.4%		25.1%		21.1%

**Principal Administrative Appointments and Civil Service Employees**

	1998		2002		2002 New Hires	
	Employee Count	% of Total Non-Faculty Staff	Employee Count	% of Total Non-Faculty Staff	Employee Count	% of Total Non-Faculty Staff
Principal Administrative Appointment Female Employees	94		147		19	
Female PAA as % of Non-Faculty		11.4%		16.6%		18.8%
Civil Service Female Employees	516		545		57	
Female CS as % of Non-Faculty		62.9%		61.4%		56.4%
<b>Total Non-Faculty Female Employees</b>	<b>610</b>	<b>74.3%</b>	<b>692</b>	<b>77.9%</b>	<b>76</b>	<b>75.2%</b>
Total Non-Faculty Employee Count	821		888		101	
Non-Faculty as % of Total Employees		72.6%		74.9%		78.9%

**Historical Comparison of Faculty, PAA's and Staff by Gender**

	1998		2002	
	Employee Count	% of Total Employees	Employee Count	% of Total Employees
Total Female Faculty	136	12.0%	131	11.0%
Total Non-Faculty Female Employees	610	53.9%	692	58.3%
<b>Total Female Employees</b>	<b>746</b>	<b>66.0%</b>	<b>823</b>	<b>69.4%</b>
Total Employees	1131		1186	
% of Total Employees		100.0%		100.0%

**APPENDIX 3: TABLE 5**  
**Historical Comparison of Faculty and Staff by Race/Ethnicity and EEO Code**  
**Southern Illinois University School of Medicine**

**Administrators (EEO Code A) by Race/Ethnicity**

Year	White		Black		Hispanic		AS/PI		AI/AN		Total	
	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%
1998	61	89.7%	5	7.4%	1	1.5%	1	1.5%	0	0.0%	68	100.0%
2002	47	94.0%	2	4.0%	1	2.0%	0	0.0%	0	0.0%	50	100.0%
Change	(14)		(3)		0		(1)		0		(18)	
% Change		(23.0%)		(60.0%)		0.0%		(100%)		0.0%		(26.5%)

**Faculty (EEO Code B) by Race/Ethnicity**

Year	White		Black		Hispanic		AS/PI		AI/AN		Total	
	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%
1998	266	85.8%	6	1.9%	9	2.9%	28	9.0%	1	0.3%	310	100.0%
2002	249	83.6%	7	2.3%	4	1.3%	37	12.4%	1	0.3%	298	100.0%
Change	(17)		1		(5)		9		0		(12)	
% Change		(6.4%)		16.7%		(55.6%)		32.1%		0.0%		(3.9%)

**Administrative Managerial (EEO Code H) by Race/Ethnicity (New EEO Code 2001)**

Year	White		Black		Hispanic		AS/PI		AI/AN		Total	
	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%
1998	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
2002	2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	100.0%
Change	2		0		0		0		0		2	



**Professional (EEO Code C) by Race/Ethnicity**

Year	White		Black		Hispanic		AS/PI		AI/AN		Total	
	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%
1998	211	93.8%	3	1.3%	0	0.0%	10	4.4%	1	0.4%	225	100.0%
2002	301	93.8%	0	0.0%	0	0.6%	17	5.3%	1	0.3%	319	100.0%
Change	90		(3)		0		7		0		94	
% Change		42.7%		(100.0%)		0.0%		70.0%		0.0%		42.7%

**Secretarial/Clerical (EEO Code D) by Race/Ethnicity**

Year	White		Black		Hispanic		AS/PI		AI/AN		Total	
	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%
1998	311	93.7%	18	5.4%	2	0.6%	1	0.3%	0	0.0%	332	100.0%
2002	334	94.4%	18	5.1%	1	0.3%	0	0.0%	1	0.3%	354	100.0%
Change	23		0		(1)		(1)		1		22	
% Change		7.4%		0.0%		(50.0%)		(100.0%)		0.0%		6.6%

**Technical/Paraprofessional (EEO Code E) by Race/Ethnicity**

Year	White		Black		Hispanic		AS/PI		AI/AN		Total	
	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%
1998	150	97.4%	3	1.9%	1	0.6%	0	0.0%	0	0.0%	154	100.0%
2002	116	95.1%	4	3.3%	1	0.8%	1	0.8%	0	0.0%	122	100.0%
Change	(34)		1		0		1		0		(32)	
% Change		(22.7%)		33.3%		0.0%		100.0%		0.0%		(20.8%)

**Skilled Crafts (EEO Code F) by Race/Ethnicity**

Year	White		Black		Hispanic		AS/PI		AI/AN		Total	
	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%
1998	3	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	100.0%
2002	2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	100.0%
Change	(1)		0		0		0		0		(1)	
% Change		(33.3%)		0.0%		0.0%		0.0%		0.0%		(33.3%)

**Unskilled (EEO Code G) by Race/Ethnicity**

Year	White		Black		Hispanic		AS/PI		AI/AN		Total	
	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%
1998	35	89.7%	2	5.1%	0	0.0%	1	2.6%	1	2.6%	39	100.0%
2002	32	86.5%	4	10.8%	0	0.0%	0	0.0%	1	2.7%	37	100.0%
Change	(3)		2		0		(1)		0		(2)	
% Change		(8.6%)		100.0%		0.0%		(100.0%)		0.0%		(5.1%)

**Total Employees (all EEO Codes) by Race/Ethnicity**

Year	White		Black		Hispanic		AS/PI		AI/AN		Total	
	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%
1998	1037	91.7%	37	3.3%	13	1.1%	41	3.6%	3	0.3%	1131	100.0%
2002	1083	91.3%	35	3.0%	9	0.8%	55	4.6%	4	0.3%	1186	100.0%
Change	46		(2)		(4)		14		1		55	
% Change		4.4%		(5.4%)		(30.8%)		34.1%		33.3%		4.9%



